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Bob Johnson: Coach, Leader, Role Model, Community Servant

A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

by

Daniel L. Cantone

May 2013

Dr. Catherine Glascock, Chair

Dr. Bethany Flora

Dr. Don Good

Dr. Gary Lhotsky

Keywords: Educational Leadership, Bob Johnson, Coach

ABSTRACT

Bob Johnson: Coach, Leader, Role Model, Community Servant

by

Daniel L. Cantone

Many things are known about Coach Bob Johnson including his military background and dynamic coaching career, but there are still many more facts that are unknown. By most accounts he was a dynamic leader who was able to motivate, influence, and lead over the course of his 27-year career coaching and teaching at Emory and Henry College. The success of his career is visible through the success of his players and teams, the number of wins, and the many accomplishments, awards, and recognitions he received.

The purpose of this qualitative study was to describe Coach Johnson's life by examining his life as a coach, teacher, administrator, and individual to help demonstrate his leadership and examine events that led to his impact and influence at Emory and Henry College. This study was based on 5 research questions:

1. What was his leadership style?
2. What type of person was he?
3. What type of coach was he?
4. What are the interviewees' perceptions of how he influenced their lives?
5. What are the interviewees' perceptions of his life and work?

Findings from these questions helped provide answers that demonstrated the leadership and influence of Coach Johnson. The findings were consistent with Leithwood, Riehl, and the

National College for School Leadership's (2003) 3 core leadership practices for successful leadership in educational settings, which are setting directions, developing people, and developing the organization. The findings also fit into the Leadership Challenge Model (Kouzes & Posner, 1997), which consists of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.

As there is no published research on Coach Johnson, this study is significant. The data were gathered by conducting semistructured interviews with those who knew Coach Johnson well. The results provide insight on leadership and how one can influence others.

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DEDICATION

This dissertation is dedicated to my family who has provided me with love, support, and encouragement in my life needed to pursue whatever path I desired. This support helped build my foundation and allowed me to accomplish many feats.

I also dedicate this dissertation to Coach Bob Johnson who influenced me in so many important ways and who was the inspiration behind this dissertation. His life impacted me in ways that cannot be quantified.

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I wish to thank all of my teachers and faculty, especially my Chair, Dr. Glascock, and my committee, Dr. Flora, Dr. Good, and Dr. Lhotsky, who have given me the tools I needed to reach this level. With the knowledge and support received from all of my teachers and professors I have gotten to where I am today.

I would like to thank everyone who participated in this project and those who would have liked to participate as well but were unable to for various reasons.

Most importantly, I would also like to thank the Johnson family for participating and supporting this dissertation. Without their support and participation this dissertation would not have been possible. The basketball program provided a family outside of my home family that extended to Mrs. Johnson who was my mother away from home and Leigh and Casey Johnson who proved to be good friends and caring members of the program.

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CHAPTER 1

INTRODUCTION

Coach Robert (Bob) Johnson was a dynamic leader. He was an Army Ranger and the son of a Four-Star General and Chief of Staff, so the military was a large part of who he was. However his leadership went beyond the Army. He ventured into coaching where his tremendous positive influence guided and developed a strong moral character in young adults for more than 25 years. As a member of his basketball team, I experienced first-hand the man and leader he was. This provided opportunities not only to experience his leadership but also to hear his stories about former players, students, and others. Coach Johnson had a unique impact on the community, college, students, and athletes on his basketball team. One could feel his presence without knowing him.

Leadership can be difficult to define in a single definitive statement. In this study leadership is defined as influencing individuals to willingly contribute to the good of the group and requires coordinating and guiding the group to achieve its goals (Kaiser, Hogan, & Craig, 2008). Athletics are a component in many colleges and coaching provides leadership that fits within both educational and athletic contexts. The importance of effective leadership in many instructional situations (e.g., teaching, coaching) has been well documented. The leadership skills necessary for coaches and teachers have been identified in sport and educational literature. Whether a physical educator teaches a class or coaches a sport, both situations require a high level of leadership (Kwon, Pyun, & Kim, 2010). Leithwood, Riehl, and the National College for School Leadership (2003) describe three core leadership practices for successful leadership in educational settings:

1. Setting Directions: Identifying and articulating a vision and creating shared meanings. Leaders create high performance expectations, foster the acceptance of group goals, monitor performance, and communicate.
2. Developing people: Most of the work is accomplished through the efforts of people. Leaders offer intellectual stimulation, provide individualized support, and provide an appropriate model.
3. Develop the organization: Considers internal and external relationships. Leaders strengthen culture, modify organizational structure, build collaborative process, and manage the environment. (p. 4)

It is important for school leaders to respond productively to challenges and opportunities created by accountability. This accounts for creating and sustaining a competitive program, empowering others to make significant decisions, providing instructional guidance, and strategic planning (Leithwood et al., 2003). Participating in sports has great benefits, but without an effective coach the benefits may not be fully realized because it is the coach who has the greatest influence on the quality of the experience (Hansen, Larson, & Dworkin, 2003).

When I reflect on my college experience, I always seem to reflect on my basketball experiences. When I had the opportunity to play basketball at Emory and Henry College, I did not understand the effect and the influence this experience would have on me and my teammates. As the years pass since playing ball my memories have shifted from games and plays to the friendships and lessons learned. Much of this is due to Coach Bob Johnson.

When I entered college I did not have a guarantee of playing for the basketball team. My high school coach had a connection with Emory and Henry College and Coach Johnson and asked if I wanted him to call on my behalf and ask about playing at the next level. That coach

introduced me to Coach Johnson and we spoke over the phone. He talked about the type of players he wanted and said my coach had good things to say about me; I met him later at a college open house. There was no promise or guarantee of playing. However, after talking on the phone and meeting him, I felt such a strong presence that I knew I wanted to play for him.

I heard stories from current and former players about Coach Johnson. It seemed all the players had their own favorite story and they were retold year after year. New players shared their experiences and retold the old stories passed down from team to team, year after year. It was a favorite pastime for players to share these stories in the locker room, cafeteria, dorm, and elsewhere. Recently I discussed some of the stories with Coach Johnson's son Casey while we shared our favorite stories. Two stories stood out that portray Coach Johnson as a great individual and coach.

Casey reminisced about how his parents were out celebrating their anniversary and went to eat at a restaurant. While being seated, the Maître d told them they were very lucky that night as they would be eating next to the legendary Coach Don Shula. Without hesitation Coach Johnson said, "You can tell Don Shula that tonight he has the honor of dining next to Bob Johnson." Because I know Coach Johnson, I am certain that he meant this seriously and not as a joke. One lesson learned through sports that transcends into life outside of athletics is that one cannot be overwhelmed by others. Instead, be aware of and respect others, but you must be impressed with your own actions to be successful. Coach Johnson respected and understood the rarity of the occasion, but he believed in himself and was proud of who he was and the life he lived, which was just as honorable and noteworthy.

Casey told another a story that clearly illustrated his father's coaching, teaching, and leadership in action. He recalled a former player, Kevin Brown, telling his most memorable

Coach Johnson story. Kevin is honored as the leading scorer in Emory and Henry's men's basketball program and he told Casey that every day during practice the team did a drill to help with conditioning. The drill required that all the players get in a defensive stance and hold a basketball over their heads while maintaining the defensive position. As the season went on, Coach Johnson increased the amount of time they were to do the drill. The team had gone as long as 7 minutes for the drill but no longer. Coach Johnson informed the team that the drill was meant for only one thing - mental toughness. He went to the locker room, brought back a 15-pound medicine ball, and put 20 minutes on the clock. Without hesitation Coach Johnson got into a defensive position and lifted the medicine ball over his head. He did not look at anyone but rather was 100% focused on what he was doing. Time passed and as he sweated profusely he remained staring ahead focused on the drill. Twenty minutes went by and Coach Johnson completed the drill. Kevin Brown told Casey that in 20 years Coach Johnson's drill was the greatest act of mental toughness he had ever seen.

Coach Johnson's actions and stories like these have spread and made a strong impact on many players. The stories related in this dissertation show a glimpse of the man, coach, and the impact that Bob Johnson had on so many people. When we learned about his cancer diagnosis it sent a shock throughout the community. A former team member, Hank Luton, described that day.

One of the worst days we experienced was the day that Coach J told us as a team that he had cancer again. As a team we already knew something was wrong because we saw Mrs. J around campus looking upset the few days leading to that Friday morning breakfast in the cafeteria. These breakfast meetings were always a time where seniors or former players came back to talk about their experiences and what the Emory and Henry program means to them. Craig McLaughlin was the speaker that day and ironically he was a member of Coach J's team the first time he had cancer. I am not sure if it was coincidental or on purpose, but a part of me felt that Coach was again finding a way to link our team to the overall program he had built for so many years. After Craig spoke about his experiences, Coach J told us just what he was going through. We were all numb

when he told us. We couldn't imagine him not being there, but that threat was real now! He told us that he was going to war. He was shaving his head and going to war against the sickness that he had beaten once before. He did not look concerned, but of course we were all just in a state of shock. That was vintage Coach J. When things went bad, he was always the calm one with the answers. He tried to teach our team to lean on each other during tough times and now we had no choice. Everyone in that room grew up a little that day. We grew closer as a team, but in fact we were going to war with Coach J as well. He needed us as his therapy, just as we needed him guiding us through the rough waters that are the Old Dominion Athletic Conference! That was Coach J! He wasn't going to have anyone feel sorry for him! He was going to fight, which is exactly what he did.

For this study I used a qualitative approach to explain the unique impact Coach Johnson had on the school and community. He was the face of the athletic program at Emory and Henry College as the head basketball coach for 27 years. Additionally, Coach Johnson served as an assistant for the football team and became the Athletic Director while coaching basketball and teaching classes throughout his time at Emory and Henry.

Purpose of the Study

The purpose of this study was to describe the life of Coach Bob Johnson in terms of leadership. By examining his life and career as a coach, teacher, and administrator, I have examined events that exemplify his influence as a leader at Emory and Henry College. The main approach was completed through interviews with members of his family, former players, coaches, bosses, students, and community members.

Research Questions

The framework of this study was centered on a series of questions answered through qualitative inquiry. Qualitative research provides flexibility with the questions used during interviews. I used a core of standard questions with the goal of answering five research questions that formed the framework of this study:

1. What was his leadership style?
2. What type of person was he?
3. What type of coach was he?
4. What are the interviewees' perceptions of how he influenced their lives?
5. What are the interviewees' perceptions of his life and work?

As the study progressed, additional questions were asked as the research evolved through the nature of the study.

Significance of the Study

This study serves as an educational biography of the life of Coach Bob Johnson through the use of interviews of people who knew him well. While some information and facts about Coach Johnson are known, much is still unknown. The information gathered through family records and interviews has helped to reveal more about his life, work, and influence on others. This study is significant as there is no other published study that deals directly with the life of Bob Johnson. The findings will be of interest to many including the Johnson family, Emory and Henry College, friends, former players, alumni, and more.

With the analysis of his life through interviews and the examination of artifacts including photos, tapes, records, and more, the need to develop a deeper understanding of the phenomenon of his lifelong leadership at Emory and Henry College became apparent. While movement and position changes are common in intercollegiate athletics (Loy & Sage, 1978), due to poor records or opportunities to coach at a more prestigious institution (Gibbs, 1997), Coach Johnson never left Emory and Henry College. He served as head coach for the men's basketball program for 27 years and finished his career as their athletic director, having a profound impact.

Delimitations and Limitations of the Study

This study was delimited to one subject, Coach Bob Johnson, and used examples from his life regarding his leadership and the impact he had on Emory and Henry College. As a former student and player for Coach Johnson I may have a bias in his favor and a limitation that was created by my relationship and experiences with him. In addition, this study relies on interviews to explore the phenomenon of the leadership and impact that Coach Johnson had on so many people.

My history of playing basketball at Emory and Henry College under Coach Johnson allowed me to experience his leadership and influence. Because of these experiences, it was appropriate to explore his impact through personal interviews with others who had similar contact with Coach Johnson (see Appendix A). As the researcher, this allowed me to circumvent the bias of my experiences and focus on the perspectives of others to shape the educational narrative.

Overview of the Study

This qualitative study of Coach Bob Johnson's life and work is presented in five chapters. Chapter 1 includes an introduction with the purpose of the study, research questions, significance of the study, delimitations and limitations of the study, and ending in an overview of the study. Chapter 2 consists of a review of the literature regarding leadership, influence, biography, oral history, interviewing, and Emory and Henry College and similar institutions of higher learning. Chapter 3 presents the research methods and procedures used in the study, including focus of the study, research design, instrumentation, participants, data collection and recording, data analysis, trustworthiness of data, ethical considerations, and a summary. Chapter 4 provides findings from the data collected during in-depth interviews with people who knew Coach Johnson and the

examination of personal artifacts, pictures, and any writings by or about him. The chapter includes an introduction; findings from each of the five research questions; challenging the process; inspiring a shared vision, enabling others to act, and modeling the way; encouraging the heart; and a summary. Chapter 5 includes a summary of findings, conclusions, implications, and recommendations; the chapter includes an introduction, a summary examination of each of the five research questions, conclusions, and implications for further practice and recommendations for further research.

CHAPTER 2

REVIEW OF LITERATURE

This is a qualitative study of Coach Bob Johnson's life. In order to learn about him it is necessary to study his life, his work, and his influence on others. Therefore, this literature review includes the qualitative methods and focus used during this study that helped in understanding the events surrounding Coach Johnson's life. Based on the research questions, topics examined in the literature review include biography, oral history, interview, leadership style, coaching influence, and Emory and Henry College and similar institutions of higher learning. These areas are explored as they are found to be significant for this study.

It is important to study the life of Coach Johnson as a coach, teacher, and administrator to learn the impact and influence he had at Emory and Henry College. This study is centered on interviewing those who knew Coach Johnson at different times in his life, including family, former players, coaches, administrators, and others. This study is qualitative research as it fits in with the narrative method that is suitable to a biographical approach.

While biographies and oral histories have similarities, it is necessary to note them separately as there are some important differences between the two. A biography consists of a written history, whereas an oral history is passed on by word of mouth. This study will use oral history through interviews that help tell Coach Johnson's life story in a form of writing that is more fitting as a biography. Through these methods the results will be used to describe the life of Coach Johnson and the impact he had on so many people.

Leadership

Leadership plays an important role in managing people. Coaching is about leading; it is essential to have a definition of leadership that can identify its importance and impact.

Leadership involves influencing individuals so that they willingly contribute to the good of the group; it requires coordinating and guiding the group to achieve its goals (Kaiser et al., 2008).

The success and performance of the group being lead can help evaluate the effectiveness of that leader. In a study by Bloom, Durand-Bush, Schinke, and Salmela (1998) that included interviews with several coaches, one coach remarked,

The idea is that you want to develop independent thinking, creative, responsible individuals who can make decisions when they leave. There is going to be ups and downs along the way, but in the end, if they have survived the rigorous, demanding, and intense athletic environment, and if they have also done well academically and achieved their degrees, what more rewarding experiences could you ask for? (p. 275)

Some of the dynamics of leadership in coaching were documented in the Bloom et al. (1998) study. These dynamics fit in with the Army leadership doctrine, which also has great parallels outside of the Army, as when it redefined leadership as an influence process in which leaders provide purpose, direction, and motivation to operate and improve the organization (Ruvolo, Petersen, & LeBoeuf, 2004).

There are many different styles of leadership and numerous successful leaders who follow the different approaches. Understanding and being able to apply different styles can help a leader in his or her development and management approach. Leadership is not a science. If asked what leaders do, some may say they set strategy, motivate, or build a culture in hopes of getting results (Goleman, 2000). Goleman (2000) suggested that there are six common leadership styles leaders use in their approach, all of which are adaptable to athletics and coaching including:

1. The coercive style. This *Do what I say* approach can be very effective in a turnaround situation, a natural disaster, or when working with problem employees. In most situations, coercive leadership inhibits the organization's flexibility and dampens employees' motivation.

2. The authoritative style. An authoritative leader takes a *Come with me* approach. He or she states the overall goal and gives people the freedom to choose their own means of achieving it. This style works especially well when a business is adrift. It is less effective when the leader is working with a team of experts who are more experienced than the leader.
3. The affiliative style. The hallmark of the affiliative leader is a *People come first* attitude. This style is particularly useful for building team harmony or increasing morale. But its exclusive focus on praise can allow poor performance to go uncorrected. Also, affiliative leaders rarely offer advice, which often leaves employees in a quandary.
4. The democratic style. This style's impact on organizational climate is not as great as you may imagine. By giving workers a voice in decisions, democratic leaders build organizational flexibility and responsibility and help generate fresh ideas. Sometimes the price of the democratic leadership style is endless meetings and confused employees who feel leaderless.
5. The pacesetter style. A pacesetter leader sets high performance standards and exemplifies himself or herself as having a very positive impact on employees who are self-motivated and highly competent. Employees tend to feel overwhelmed by such a leader's demands for excellence and may resent his or her tendency to take over a situation.
6. The coaching style. This style focuses more on personal development than on immediate work-related tasks. It works well when employees are already aware of

their weaknesses and want to improve but not when they are resistant to changing their ways.

Leadership is not a science; it has been suggested that a leader may incorporate more than one style or vary a style depending on the circumstance, “Leaders who have mastered four or more – especially the authoritative, democratic, affiliative, and coaching styles – have the very best climate and business performance” (Goleman, 2000, p. 87). Two other leadership styles that are important to consider in regards to coaching are transactional and transformational, which are defined by Bass, Avolio, Jung, and Berson (2003) as:

1. Transactional leadership meant that followers agreed with, accepted, or complied with the leader in exchange for praise, rewards, and resources or the avoidance of disciplinary action. Rewards and recognition were provided contingent on followers successfully carrying out their roles and assignments. The leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur. In its more passive form, the leader waits for problems to arise before taking action.
2. Transformational leaders are expected to enhance the performance capacity of their followers by setting higher expectations and generating a greater willingness to address more difficult challenges. Followers identify with and want to emulate their leaders. Among the things the leader does to earn credit with followers is to consider followers’ needs over his or her own needs while providing inspirational

motivation, intellectual stimulation, and individual consideration. The leader shares risks with followers and is consistent in conduct with underlying ethics, principles, and values. (p. 208)

With these styles and approaches understood, a coach can identify ways to help manage players and incorporate different aspects to facilitate their success.

Trust can play an important role in leadership. A leader needs the trust of his or her followers, which creates an effect on the followers that allows them to share a common vision and goals with the leader. Dirks (2000) conducted a study on the effects of trust on leadership in a college basketball setting. The study conceptualized trust as an expectation or belief that the team can rely on the leader's actions or words and that the leader has good intentions toward the team. Dirks (2000) found that while the effect of trust in leadership was substantial and significant, trust in teammates was not significant after controlling for other variables. This could be because the leader typically has the most formal power on the team (Bass, 1990). A coach in the Dirks (2000) study remarked that,

Trust, "allows players to be willing to accept their role, so that they can do what it takes to win" and to "be willing to do things that we ask of them that are unpleasant or hard but are necessary to win." (p. 1009)

A player in the Dirks (2000) study remarked,

Once we developed trust in Coach, the progress we made increased tremendously because we were no longer asking questions or were apprehensive. Instead, we were buying in and believing that if we worked our hardest; we were going to get there. (p. 1009)

Another important aspect of leadership, especially in regards to coaching, is putting people in positions to be successful. When leaders do not put others in a position to succeed Manzoni and Barsoux (1998) refer to it as the set-up-to-fail syndrome. It is a process they describe as:

1. Begin with a positive relationship between the supervisor and employee.
2. Something happens that results in questioning the employee's performance and the supervisor begins micromanaging him or her.
3. The supervisor's change in management style causes the employee to suspect a reduced confidence. The change results in self-doubt and the employee stops giving his or her best, responds mechanically to the supervisor's controls, and avoids decisions.
4. The supervisor views the employee's new behavior as additional proof of mediocrity and tightens the screws further.

The set-up-to-fail process can create an outsider feeling for those who are in a situation that can create division among followers. Manzoni and Barsoux (1998) also wrote about the negative consequences of this process with the leader, team spirit, organization, and employees. The problems mentioned include employees who are not interested in suggesting ideas or information and who may grow defensive. The leader can lose energy by focusing energy on other activities and can get the perception of being unfair among the followers. Team spirit falls apart as some followers are outcastes while others are over used. Ultimately, the organization fails to get the most from its members. With these issues it is important for the leader to try and make sure everyone is in a position to succeed. It is important to prevent the set-up-to-fail syndrome and to work on reversing the process if it starts to occur.

Leadership plays an important role in the success of a team, as evident with the research from Dirks (2000). Katzenbach and Smith (1993) described the importance of team discipline through mutual accountability that leads to performance levels that are greater than the best of each person on the team. They provide five characteristics essential for team discipline:

1. A meaningful common purpose that the team has helped shape. Most teams are responding to an initial mandate from outside the team. But to be successful, the team must “own” this purpose and develop its own spin on it.
2. Specific performance goals that flow from the common purpose. For example, getting a new product to market in less than half the normal time. Compelling goals inspire and challenge a team, give it a sense of urgency. They also have a leveling effect, requiring members to focus on the collective effort necessary rather than any differences in title or status.
3. A mix of complementary skills. These include technical or functional expertise, problem-solving and decision-making skills, and interpersonal skills. Successful teams rarely have all the needed skills at the outset—they develop them as they learn what the challenge requires.
4. A strong commitment to how the work gets done. Teams must agree on who will do what jobs, how schedules will be established and honored, and how decisions will be made and modified. On a genuine team, each member does equivalent amounts of real work; all members, the leader included, contribute in concrete ways to the team’s collective work-products.
5. Mutual accountability. Trust and commitment cannot be coerced. The process of agreeing upon appropriate goals serves as the crucible in which members forge their accountability to each other—not just to the leader. (p. 45)

To help build team discipline, a leader needs to focus on performance standards and the direction that he or she wants the team to go. Katzenbach and Smith’s (1993) research also suggested that the leader should select members based on skill and potential rather than

personality. It is imperative to set clear expectations, rules, and standards and to keep control of the team. It is also important to spend time together and set and seize opportunities with a few immediate performance related tasks and goals. This will help build confidence and belief in the team, direction, and leadership.

Developing leaders is very important for organizations as well as for institutions. The concept of developing leaders feeds into the idea that leaders can be made rather than leaders being born for the role. Hiring leaders from outside an organization can lead to a lack of understanding or adaptation to an organization's culture whose leadership attempts are met with resistance (Ruvolo et al., 2004). Within athletics this can be very important for coaches to understand. Developing strong assistant coaches can help a team greatly. A coach can also develop leaders on the team. Developing leaders can be beneficial for coaches - especially those who juggle dual roles. Many coaches, particularly in smaller institutions, have teaching responsibilities in addition to coaching. Juggling the dual role of an educator and a coach while attempting to fulfill the expectations of both roles may cause both cognitive dissonance and physical strains that cause him or her to devote more time and energy toward one role than the other (Figone, 1994). The ability to develop strong leaders may allow more time for both.

Influence

A coach's leadership is easy to recognize during the game. But it is just as important that leaders significantly influence the thoughts, behaviors, and feelings of others in group settings outside the game (Newell, 2007). Larson (1955) wrote about his experience as a coach, athletic official, and administrator and acknowledged that the self-confidence gained through athletics carried on into other school activities. He witnessed several of his athletes' success after playing.

Larson (1955) found that “The ideals of fair play, sportsmanship and clean living learned so well in athletics still carries on in their adult life” (p. 258) and that athletics helped to,

develop good citizenship, teach fair play, good sportsmanship, foster respect for the worth of the individual regardless of his race, creed, or economic background, and develop team spirit and the importance of carrying out individual assignments as part of and essential to team success. (Larson, 1955, p. 259)

College coaches assume diverse leadership roles including teacher and instructor, organizer and planner, counselor, communicator, and motivator (Gould, 2005) and thus the type of leadership behavior displayed by the head coach can have a significant effect on the performance and psychological well-being of the athlete (Horn, 1987). Coaches’ influence extends beyond the game, even for younger athletes. Experiences in sports can contribute to personal development. Through sports, children can,

learn adaptive ways of competing and cooperating with other people; they can learn risk taking, personal commitment, and self-control; and they can learn to deal with success and failure, which can create important attitudes about achievement, authority, and persistence in the face of adversity. (Smith & Smoll, 1997, p. 17)

In addition to personal development, sports can help create positive reinforcement for lifelong physical activity, fitness, and good health benefits. While participation in sports does not guarantee this good health over the lifetime, Smith and Smoll (1997) found that the “most important factor determining outcomes is the manner in which this important social learning situation is structured and supervised by the adults who play an increasingly active role in the highly organized youth sports program” (p. 17). This again reiterates the importance of not only coaches’ leadership but their influence as well.

Newman (2005) examined the academic achievement of male high school student athletes. The purpose of the study was to look into how coaches may impact the academic achievement of their athletes. Through surveys, Newman (2005) found that, “75% rated the coach as one of the top three people with the most influence on their grades and 85% agreed or

strongly agreed that the coaches cared for their academic success” (Abstract, para. 1) Larson (1955) also found similar support for a coach’s influence for positive academic achievement through his experience coaching boxing as he wrote:

[Boxing] proved to have a genuine effect on the discipline and the morale in the school. Each boy soon learned that self-control was necessary in boxing. He also recognized fairness in matching with an opponent both as to weight and as to experience. This soon resulted in the finest spirit possible among the boys and in the school in general. Greater achievement in their studies was stimulated more through working closely with these boys in athletics than in any other way. (p. 257)

This reflects the teachings of the sport and the leadership and influence of the coach can impact players beyond the game.

Another example of the tremendous influence that coaches have beyond the sport was espoused in an interview with Coach John McLendon (McLendon & Bryant, 1999). Coach McLendon was a role model for many by living a life of exemplary action,

He cut the cords of racism within institutions while he wove the strength of character in individual lives. In his passion for justice and compassion for humanity, the Coach was relentless in his efforts to go beyond the voice of rhetoric to become a quiet participant of action. (McLendon & Bryant, 1999, p. 720)

In the interview Bryant asks McLendon how he relates his philosophy of sports to life in general. The following excerpt is Coach McLendon’s response.

The origin of that is Dr. Naismith himself. Dr. Naismith, who at the age of 30 had his Doctor of Divinity degree, was invited to the Springfield YMCA College. He was invited there because following the football season, the football players became unruly. There was nothing to do in the gym. Dr. Naismith’s adviser told him that “even though you have prepared yourself for the ministry, if you get into YMCA work and into athletics, you will find that it is an adequate teaching ministry. If your goal is to teach young men life skills, then you will probably do as much or more in molding the lives of young people from the physical education gymnasium as you would from the pulpit.” That is the reason he got into athletics and physical education and subsequently why he invented basketball. It was really to answer the call of what to do indoors after football season. I tell young people today that basketball was invented for football. So, my philosophy is that athletics is supposed to be a teaching tool. One is supposed to improve on the lives of young people through athletics-through the trials of making the team and through the discipline. If you don’t improve lives, then you are not doing your job. That is my philosophy. One of the reasons that I received the Naismith Foundation International

Award was because of my philosophy, my association with Dr. Naismith, and because I am known as the person who integrated the sport of basketball on a national level. One simply cannot get the award because of a record, but one must have a history of fairness and decorum. When the family found out that I was the only surviving student of Dr. Naismith's, I was then introduced to members of his family. I told them things about Dr. Naismith that they did not know. I received the Naismith Foundation International Award a second time at the University of Kansas because my "integration" experiences began at the University of Kansas. (McLendon & Bryant, 1999, pp. 730-731).

McLendon's response shows the impact sport can have on all aspects of life. "Though coaches may vary in qualification, personality, and leadership behavior there is no doubt that coaches have an enormous impact on athletes' physical and psychological welfare" (Alfermann, Lee, & Wirth, 2005, p. 15). This helps explain why "Countless athletes have testified by competing one learns 'life lessons:' teamwork, discipline, resilience, perseverance, how to 'play by the rules' and how to accept outcomes that one may not like" (Tobin, 2005, p. 24). Understanding the coach's role and influence in and out of the sport and his or her impact on others is important. As mentioned in Chapter 1, without an effective coach, the benefit of participation in sport is at risk for not reaching its full potential, because it is the coach who has the greatest ability to influence the quality of the experience in sports (Hansen et al., 2003).

Biography

A biography is the written history of a person's life; it is important to understand the value a biography has for others. Biographies provide important historical information that is beneficial to both adults and children. Haag and Albright (2010) wrote that "Reading about the lives of others engages children and helps them see connections to their own lives and to the past" (p. 12). By engaging others and allowing them to make connections with their lives, a biography allows readers to expand their critical thinking. Understanding the value biographies can offer clarifies the popularity and use of biographies today. Waller (2008) described well-chosen biographies as those that,

draw attention to actual acquaintances and collaborations as well as help overcome aliteracy (the avoidance of reading by those able to read), encourage critical thinking, and perhaps surprisingly, show traditional textbooks in its best light: as a resource to be consulted rather than literature to be pored over. (p. 177)

Noting that it is difficult to recreate one's life precisely on paper is important. One would need to delve into even the smallest aspects of life to fully understand all of a person's idiosyncrasies (Haag & Albright, 2010). Russell Freedman, an award winning author of biographies, noted that the allure of a good biography is the reader's ability to learn about others' lives and gain insight into human behavior (as cited in Haag & Albright, 2010). Historian Barbara Tuchman described biographies as providing the details of a person's life and telling about their historical milieu and how it inhabited the person's psychology (as cited in Waller, 2008). Biographies are important and beneficial for many reasons. One reason is that people represent, "the natural universe of individualization and singularization" (Kopytoff, 1986, p. 64). With this individualization biographies bring light and knowledge to others about a person. Biographies may be approached in numerous ways. The range of possibilities, "offers and examines the manner in which these possibilities are realized in the life stories of various people" (Kopytoff, 1986, p. 66).

Freedman said that there is no one method to writing a biography and offers four techniques he has found beneficial in his writing career. Freedman's techniques are beneficial to writing a biography and all of his strategies are integrated into this research study.

1. Include small and telling details about the person to help bring the subject to life.
2. Share quotes and anecdotes to help provide dialog to give a sense of reality of the subject.
3. Visit the subject's location to get a feel for the subject and the environment.

4. Have intensive documentation and research to ensure it is accurate. (as cited in Waller, 2008)

Educational biography is a “method of critical reflection through which the theoretical questions of epistemology become an existential debate about the meaning of adulthood. It is a method of research centered on adult learning that brings about transformative learning among adults involved” (Dominice, 2000, p. 194). This further illustrates the influence that biographies have in aiding critical thinking by allowing one to reflect on his or her life based on the experiences and findings of others. Dickson (2008), Timbs (2003), and Williams (2002) used this approach in their research and approach in their dissertations.

Dickson (2008) wrote a dissertation on the life of Elizabeth Gammon Pendleton to identify the characteristics, personality traits, beliefs, and attitudes that distinguished her as a lifelong learner. This study was an educational biography exploring the phenomenon of lifelong learning while also celebrating Pendleton’s unique life. Dickson (2008) used a detailed narrative description of her life and interviews with people who knew her to construct and develop a theory grounded in oral and traditional history under the framework of lifelong learning.

Dickson (2008) wrote that Pendleton was a native of a small rural community in the Appalachian Mountains. Her life yielded valuable insights that provide an understanding of the phenomenon of lifelong learning and the challenges that researchers, educators, employers, and individuals face as new meanings for educational practices and learning evolve. Dickson (2008) identified attributes such as characteristics, personality traits, beliefs, and attitudes that contributed to her inclination toward lifelong learning in order to enhance existing theory on lifelong learning. Noting the bias involved in Dickson’s (2008) study regarding her relationship with the subject is important as Pendleton was her grandmother. It is important for a researcher

to disclose this potential bias and provide support for the study. In this case Dickson (2008) provided supporting research to promote this study:

There are also recognizable benefits of having a close relationship with the subject in qualitative research. For example, Jean Piaget observed and studied his own children when he was working on the development of a theory about the stages of cognitive structure...As the researcher, I relied on the data gathered from the family archives and the personal interviews to explore the phenomenon of lifelong learning, while also celebrating the unique life of Elizabeth Pendleton and the impact that she made on my life and the lives of other family members and friends. (p. 28)

Another important aspect of Dickson's research was that the subject had passed in 2005.

Therefore the study had to incorporate those who knew Pendleton to participate in interviews and gather the data needed for the study.

Timbs (2003) documented the life of Evelyn McQueen Cook with a focus on lifelong learning. In his study, Timbs (2003) explored motivations for lifelong learning and engaged in Cook's life. This is another example of an educational narrative where the data were collected through a series of interviews. The interviews were recorded and transcribed; photos, post cards, and letters were also used in the data collection. The study sought to preserve the educational life story of a woman who had made significant contributions to the field of education in Johnson County, Tennessee. Timbs (2003) did this by presenting her story while analyzing it within the contextual and theoretical framework of lifelong learning. One important note is his recommendation for the need of further educational biographies.

Other scholars have written dissertations about the life experiences of coaches. One such dissertation was conducted on the career of head basketball Coach Vivian Stringer to identify potential career paths for aspiring African-American female coaches (Williams, 2002). To accomplish this Williams examined different leadership practices and found five consistent with Coach Stringer: Challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart. All of these leadership practices had an impact and role in

Stringer's success. This study used a qualitative approach focusing on semistructured interviewing while also using documents and other artifacts for the research.

Williams's (2002) main source of data came from interviews. The primary participant was Coach Stringer. Williams used a snowball method for selection of additional study participants. The snowball method uses networking to determine participants for a study sample. The start of this process requires a core of people who the researcher will use to build and network. Nine participants were used for interviews in this project, which helped gain an in-depth understanding of Coach Stringer's leadership development and career progression. Overall the study found strong leadership, a passion for basketball, strong work ethic, respect for players, model behavior, persevering through adversity, and holding high standards for self and team to be the major contributors to Coach Stringer's leadership and career (Williams, 2002).

Biography can be a valuable tool in education and in other contexts as it can provide documentation and data that help to bring light on a subject. Biographies can make history dramatic and can have the appeal that fiction has with its focus on the individual, incident, and dialog (Dargan, 1949). The literature shows that there is a fulfillment found in biographies and a need for further educational biographies.

Oral History

Oral history provides the power to hear what the walls would say *if walls could talk*. It provides a great opportunity to share memories, stories, and experiences. In telling stories, a story typically accounts for everyday occurrences with the structure of a beginning, middle, and end (Pfahl & Wiessner, 2007). A life story incorporates learning and transforming when readers improvise in rewriting the self (Freeman, 1993). This involves readers seeing themselves in new ways that allow them to make different decisions and thus can change through self-learning

(Cohen & Piper, 2000). Without oral history some stories would not be known by many and could eventually disappear through time. An oral history can be defined as the “systematic collection of living people’s testimony about their experience” (Luskey-Barth, 2008, p. 40). A good process to document oral histories can be through interviews, audio recordings, and transcriptions. The Oral History Association has guidelines for interviews including that the interviewer should provide a form to be signed acknowledging permission for participation in the research (Luskey-Barth, 2008). With this knowledge, these methods can be an effective way to ensure that experiences are not lost but rather shared to provide insight to others. Luskey-Barth (2008) provided a brief checklist to help any oral history project.

1. Identify the theme, metaphor, central question, or purpose of the project.
2. Identify the intended audience.
3. Create a list of prospective interviewees.
4. Inform all interviewees of potential uses for their stories and have them sign a release form.
5. Have adequate equipment, audio recorders, video recorders, transcribing software, etc.
6. Find a quiet space when conducting interviews.
7. Research and collect photos and other forms of documentation.
8. Transcribe all audio interviews. (p. 41)

Another advantage that oral history offers is the opportunity to document history from a primary source (Baranowski & Calderone, 2004). This allows one to hear history from those who participated in it. A library in Ohio conducted an oral history project to “document and preserve information about the city of Perrysburg and its citizens” (p. 109). To complete the project,

library research team members interviewed citizens in the town who were either lifelong or longtime local residents born before 1930. Baranowski and Calderone (2004) provided suggestions for conducting an oral history project including:

- Send the questions to interviewees in advance so each participant can prepare for the interview.
- Conduct an informal pre-interview to establish the interviewee's background and help generate appropriate questions for the formal interview.
- During the formal interview, there are standard questions asked of all participants; it is important to have the questions tailored to the individual.
- It is important to know what to ask and what not to ask of the participants for a successful interview.

These methods were used in this research project and served as a valuable tool to aide in the research. The goal of an oral history is to bridge the generations and provide a window to the past, conveying a sense of local history from first-hand accounts, and preventing stories from disappearing by being documented for the future (Baranowski & Calderone, 2004).

Storytelling has played an important role in communication and influence in both preliterate and literate societies (Pfahl & Wiessner, 2007). Narrating stores of life experience helps motivate adult learners as they are more able to learn and succeed in their varied pursuits and as they interpret the meaning of their experiences through storytelling. Narration is a method through which people can make meaning of their lives (Rossiter & Clark, 2007). Telling stories, hearing stories, and reading stories can lead to people learning about new life experiences and affecting potential future decisions and actions. According to Pfahl and Wiessner (2007), storytelling is regarded as an “international learning strategy that may help unlock learners’

potential to refocus life” by allowing learners to “reinterpret and reevaluate old ways of being and acting and to explore new ways of life” (p. 10).

Miller (2010) completed an oral history project with 11 community member interviews on the subject of racial desegregation in Illinois. The goal of the project was to create an opportunity for students to analyze oral histories for the purpose of citizenship education and to engage the students in critical thinking. Miller (2010) followed an interview protocol that asked participants about their background, experiences with segregation, racism, and their perceptions today. The interviews were videotaped and audio recorded. Once transcribed, the interviews were separated into different categories and assigned codes. The codes and categories helped to show various patterns with the stories. One example of a pattern that developed through the different stories was the role athletics played in providing opportunities for integration (Miller, 2010).

The stories related during the Miller (2010) research were used along with textbooks to strengthen understanding. The goal was to provide students with engaging and inspiring information from different perspectives and allow the students to understand different points of view (Miller, 2010). Perhaps the most important contribution that an oral history project can make is to encourage involvement and knowledge within a student’s community (Miller, 2010).

The information found during research has helped students realize that history is not only the regurgitation of names and dates but involves much more (Lyons, 2007). There are likewise limitations in oral histories. Some of these limitations include: questions concerning the agenda, the researcher, or the role of the participants in the study; the reliability of participant memories; and how historical consciousness may affect the way events are recalled (Janovicek, 2006). Pfahl and Wiessner (2007) cautioned against pressure to tell more than what the audience is

comfortable hearing, exaggerating stories to upstage another story that was told, and creating confusion by sharing multiple perspectives. These are issues the researcher should be aware of and those issues should be addressed to reduce limitations and increase trustworthiness of an oral history.

Portelli (1997) described oral history as the science and art of the individual. If a study is taken seriously and concerns and limitations of oral history are accounted for, the stories can provide an opportunity to create historical evidence by writing history from the bottom up (Janovicek, 2006) while establishing criteria of validity and repeatability (Whiteley, 2002). It is also a way to “restore pride and dignity to groups who had been excluded from the historical narrative” (Janovicek, 2006, p. 158). Narrative work also delves into the potential of human imagination, which can allow one to solve problems more creatively, because stories can stimulate learning by opening up new ways of thinking and acting (Janovicek, 2006). Oral history documents the past through experience. Exposing silences and deficiencies of the written record is an important aspect of oral history (Samuel, 1976), which can be effective as it fits a capacity through which most adult learners can be engaged. “Learning to become comfortable with storytelling based upon life experience, learners become better able to connect past, present, and future in more meaningful ways that lead to new perspectives, actions, and life options” (Pfahl & Wiessner, 2007, p. 13).

Interviewing

Interviews provide a method to discuss and document meaningful experiences and offer greater insight on a particular topic. The purpose of an interview should be to reveal the *inner view* of the person being interviewed (Chirban, 1990). Interviews provide reflection and insight, which can be an important part in the success of a study. Leading or suggestive questions in an

interview can inhibit what is being found by forcing or influencing answers. Suggestive interviews can distort memory and compromise the accuracy of reports (Memon, Zaragoza, Clifford, & Kidd, 2010). It is important for an interviewer to refrain from this method to prevent potential misinformation. Listed here are four characteristics of an interview outlined by Merton and Kendall (1946):

1. The person being interviewed is known to have been involved in a particular concrete situation.
2. Hypothetical significant elements and patterns have been analyzed by the investigator.
3. Based on this analysis the investigator can formulate an interview guide to address major areas of inquiry.
4. The interview itself is focused on subjective experiences of the people being interviewed. (p. 542)

A “successful interview is not the automatic product of conforming to a fixed routine of mechanically applicable techniques” (Merton & Kendall, 1946, p. 544). Techniques and successful interviewing methods can be learned through teachable procedures with training and experience. Merton and Kendall (1946) provide four characteristics that help differentiate between a productive and unproductive interview. These are:

1. Non-direction: Guidance by the interviewer should not exist or be at a minimum.
2. Specificity: Subjects’ definition of the situation should be both full and specific.
3. Range: The interview should maximize the range of evocative stimuli and responses reported by the subject.

4. Depth and personal context: the interview should bring out the affective and value laden implication of the subjects' response, to determine the experiences significance. (p. 545)

Productive interviews tend to follow these guidelines, whereas unproductive interviews do not.

Interviews provide “the fact findings and power to convey life force and the power of human contact” as “the dynamics of life exchanged by two persons enhance their growth and understanding” (Chirban, 1990, p. 9). Typically, interviews are conducted face-to-face and should be this way whenever possible. The types of questions used are important to the success of an interview. Questions should be unstructured and semistructured to elicit free responses (Merton & Kendall, 1946). Structured and scripted interviews may create an obstacle to what the researcher is trying to find by leading to forced responses that can cause the interviewer to influence the data. Discussions can cover original questions but also lead to different topics as well. Using only scripted questions may prevent an in-depth discussion of new topics (Chirban, 1990) and can lead to overlooking unanticipated remarks.

Chirban (1990) suggested that the relationship and atmosphere an interviewer uses can play a role in the success of the interview. Two approaches described are a very professional approach and a friendly or relationship approach. It is the relationship approach that Chirban (1990) found to generate the most potential in an interview. The interactive relational approach was developed because it “emphasizes the critical importance of both the interaction and the relationship in the interview process. This approach identifies significant and unique characteristics in human encounters that may deepen an interview” (p. 7). Elements of the interactive relational approach include:

- effective listening skills,
- an interactive relationship model of communication,
- development of both a professional and a personal relationship,
- a special friendship between the interviewer and interviewee,
- transcription of the interaction that results in the audible text,
- identification of any personal characteristics of the interviewer that affect the interviewing process, and
- implementation of these characteristics in the encounter.

The result of this approach can be a feeling of being genuine as the interviewer. The genuineness is a characteristic that could be followed in all theory, just as being genuine as an interviewer allows these traits to be returned by the interviewee (Chirban, 1990).

Cooper (2009) used interviews to help explain and understand Levinson's lifelong project of translating psychoanalytical concepts into organizational interventions. Cooper (2009) discussed various aspects of the process applying theory to organizational consulting. Levinson's life journey provided an understanding of his profession and work and allowed others to draw upon life experiences and reflect on what Levinson did to succeed in his field. The method allowed the interview to create new perspectives and visions for others.

Determining the number of interviews needed for research is an important concern. Knowing how many people to interview in a study can be very helpful to make assure that the researcher is obtaining enough data for conclusions. Examining non-probabilistic and purposive sampling can be an important method to help determine the number of participants necessary to interview to achieve theoretical saturation. Nonprobabilistic and purposive sampling selects participants according to predetermined criteria relevant to a particular research objective.

Purposive sampling can mean participant homogeneity, which may tend to have similar experiences (Guest, Bunce, & Johnson, 2006). Guest et al. (2006) examined a study that found that the full range of thematic discovery occurred almost completely within the first 12 interviews. New themes emerged but they were infrequent. The first 12 interviews accounted for 92% of the total codes for 30 transcripts in the study. Another important element of the study examined by Guest et al. (2006) relates to thematic prevalence, which attached the importance of a code to the proportion of individuals interviewed in which the code was applied. One person may express a coded theme 20 times in an interview and raise the frequency of that code. While the study provided insight on the potential thematic saturation with interviews in nonprobabilistic and purposive sampling, it is difficult to know how generalizable the findings may be.

Interviewees were asked for their opinions so there is not necessarily an external truth that can be found. However, the study did show that common experiences and shared experiences can comprise truths within them (Guest et al., 2006). Reaching theoretical saturation requires certain structure in interviews by having some of the questions asked to everyone. The authors concluded that it is important not to assume 12 interviews will always be enough to achieve a desired research objective and suggested that more may be needed depending on whether or not the group selected is more or less heterogeneous.

Limitations of data from interviews can be found. Some will question the reliability of the memory and the potential accuracy of statements made by study participants. Memory declines may occur with advanced age and older adults tend to perform worse than younger adults when recalling statements (Holliday et al., 2011). There are strategies that can be used to help recall information. Four strategies to use during interviews to help recall important information are:

1. Use context reinstatement by reconstructing the physical and personal contexts surrounding the event to be recalled.
2. Report all information regardless of perceived relevance.
3. Change the perspective of the subject to a different participant or location in the same event.
4. Change the order of events. For example reverse the order to the last thing that happened to the first thing that happened. (Holliday et al., 2011, p. 2)

Using strategies suggested by Holliday et al. (2011) should help an interviewer collect data by helping the subject's memory in some situations. Considering the attention span of the interviewee for accuracy and memory of events can also be an important factor. In this case, shortened modified interview protocols can help facilitate accuracy in interviews when dealing with problems like a limited attention span.

The factors of accuracy of statements during an interview can be found in two ways. The first way is known as the misinformation effect, which occurs when recollections of a witnessed event are influenced by cognitive factors like memory, attention, and social factors (Holliday et al., 2011). Social factors can include social pressure and compliance with authority. There is no clear consensus on the reason a participant may report misinformation over the actual memories. Theoretical explanations can be "classified as memory interference or response bias/social demand accounts" (Holliday et al., 2011, p. 3).

Another way to account for inaccuracy of statements in interviews is deception. Deception occurs when the participant being interviewed lies or gives false answers. There are methods to help detect deception that can be used. Cues to deception can be seen by the difference between memories experienced and memories imagined. Memories from actual

experience are likely to contain sensory information like smell, taste, touch, visuals, auditory, and contextual information along with spatial details and temporal details (time order) (Vrij, Mann, Kristen, & Fisher, 2007). An imagined experience is likely to have cognitive operations like thoughts and reasoning. An example of an imagined experience may be, “I must have had my coat on because it was cold that night” (Vrij et al., 2007, p. 502).

A simple information gathering interview has more potential to distinguish between truth tellers and liars than an accusatory interview (Vrij et al., 2007) because it creates more verbal cues to detect deceit. Nonverbal cues are also important for detecting deceit. Gaze aversion and fidgeting are two examples of nonverbal cues (Vrij, Edward, Roberts, & Bull, 2000). Providing documentation of observations during the interview can help present findings of possible deceit to the readers. Following these methods can help find deceit in interviews, but there can be false positives that may take away from truth tellers (Vrij et al., 2007).

Emory and Henry College and Similar Institutions

Emory and Henry College is located in Southwest Virginia in the town of Emory. The College was founded in 1836 and is a small rural 4-year liberal arts school. It was named after Bishop John Emory, a Methodist church leader, and Virginia’s first governor Patrick Henry. These two men represent what college officials view as the foundations for successful lives - active faith and civic virtue (Emory & Henry College, 2013c), representing the mission statement “Increase in Excellence” (Emory & Henry College, 2013d, para. 1). The mission statement fits well with awards and recognitions the colleges has received over the years. Some of these honors include:

- National Recognition for Civic Engagement: Emory and Henry College was one of six colleges and universities nationwide to receive the 2009 President’s Award

- the highest national recognition for commitment to service learning and civic engagement. The award recognizes the College's unique approach to community and college partnerships, which have become a national model for civic engagement.

- One of the Top 30 Liberal Arts Colleges in the Nation 2010: *Washington Monthly* ranked Emory and Henry College among the top 30 liberal arts colleges and universities in the nation; it was the only Virginia institution to make the top 30 list. The high ranking was the result, in part, of the College's recognition for its historic commitment to community service.
- Among the Top 5 Colleges Nationwide for Service Learning: *Newsweek* magazine ranked Emory and Henry fourth among all colleges and universities in the nation in providing service learning and community service. Emory and Henry was one of 125 institutions – out of more than 3,500 nationwide – included in the ranking by *Newsweek*, which rated colleges and universities in 12 categories.
- Outstanding Faculty: In the last 21 years, seven Emory and Henry professors have been named Virginia or U.S. Professor of the Year by the Carnegie Foundation and the Council for the Advancement and Support of Education - a feat unmatched by any college or university in the state. During the last 13 years, five Emory and Henry professors have received the Outstanding Faculty Award given by the State Council of Higher Education in Virginia. When adjusted for the size of the institution, this record is unmatched by any other college or university in Virginia.

- National Recognition for Service Learning: Emory and Henry College was among the top 20 colleges and universities in the nation that are most committed to community service, according to a 2011 ranking by *USA Today*. The ranking is one more validation of the unique Emory and Henry approach to service learning. At Emory and Henry, service is not merely about addressing needs in the community; it is about applying our minds and energies to the sources of those needs (Emory & Henry College, 2013a).

Another noteworthy honor for Emory and Henry is its ranking among the top 5% of all the nation's colleges and universities in the percentage of alumni contributing annually. These are just a few of the awards and honors for the college. Emory and Henry College enjoys a host of other recognitions from a variety of news magazines, authors, and college reference sources.

Emory and Henry College is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges (COC) and awards both baccalaureate and master's degrees. Currently over 900 students are enrolled, which results in a student teacher ratio of 10:1. Athletics is a major part of college life at Emory and Henry as it competes in the Old Dominion Athletic Conference and has varsity athletics in men's football, soccer, basketball, baseball, cross country, and tennis, and in women's cross country, volleyball, basketball, softball, soccer, tennis, and swimming. In 2010 Emory and Henry ranked sixth in the nation for home football attendance with an average of 5,391 fans at each home game for NCAA Division III (Emory & Henry College, 2013b).

Looking at similar institutions helps to further the understanding of Emory and Henry College. Both the institution's size and its athletic classification, NCAA Division III, were factors when seeking literature. The size of an institution can play an important role in the

makeup of the school. It is easy to think that a larger enrollment would provide a better chance to have more students at a higher level, whether academic, athletic, or otherwise. Larson (1955) described his case study of a small high school where he found great success. He wrote,

We had only twenty boys in this high school and they all came out for baseball and basketball! Because of being such a small school no one seemed to think we could win against the larger schools. Yet after the players understood that the size of the town didn't determine the individual skill of each contestant nor the ability of a team, they worked all the harder to develop self-confidence and courage. (p. 257)

Athletics plays a major role in our society, including in higher education. "In no other country of the world is athletics so embedded within the institutional culture of higher education as it is in the United States" (Tobin, 2005, p. 24), which creates the challenge of maintaining the contributions of athletics while not sacrificing the importance of being an academic institution first. Maintaining academic integrity can be difficult when there is an over emphasis on winning. Larger Division I universities face this challenge more often as athletic programs bring in revenue. However, whether or not the balance of academic integrity is only relevant for revenue producing programs is difficult to conclude.

In regards to Division III athletics, athletics has a greater effect on the composition of the student body. Over 425 Division III colleges exist and, "In general the most selective institutions in terms of admissions have the greatest number of varsity sports with approximately 35-45 percent of their students participating" (Tobin, 2005, p. 25). Athletes are student-athletes, which is important to emphasize, as the student status comes before the athlete status and thus "their academic outcomes and engagement with a wide variety of campus activities should be representative of their peers" (Tobin, 2005, p. 25). When student-athletes are not representative of the rest of the student body, a divide between athletes and nonathletes can be created at an institution.

Athletics can have a different role in smaller institutions. The effects of recruiting may lead to problems with admissions. No institution wants to create a divide among its students by accepting lower standards for its athletes. But accepting recruits can also be a way to help maintain the necessary enrollment for the institution. Division III athletes cannot receive athletic scholarships or receive preferential treatment regarding financial aid over any other student. To help break any divide between athletes and nonathletes, “Students who participate on intercollegiate athletic teams should do so in an environment that is integrated with and complementary to the educational values of the institution” and the institution’s need to restore “athletics to its complementary role within the educational missions of Division III institutions requires a collective and sustained effort at many different levels from students, faculty, staff, presidents, deans, trustees, alumni, and parents” (Tobin, 2005, p. 26).

Richards and Aries (1999) found that, of 219 seniors at a Division III school, athletic participation did not affect academic success or prevent involvement in other extracurricular activities. This case showed no divide among its students - an important aspect for which to strive. Results from the study showed that athletes spent an equal amount of time in the classroom and twice as much time in extracurricular activities; the average GPA difference between athletes and nonathletes was not significant. Participation in athletics has been linked to self-reports of growth in interpersonal skills and leadership abilities and to overall satisfaction with the college experience and that perceived problems within college athletics have been overstated (Ryan, 1989). Richards and Aries (1999) found that personal growth was positively related to time spent with teammates in games and practices. This study was based on a single school that held high admission standards and was known for its academic success.

Schroeder (2000) examined both male and female basketball players at a Division III College concerning their academic success and student involvement in athletics. Schroeder (2000) found that athletes in this case set high academic goals, committed the time to accomplish their goals, took part in a variety of extracurricular activities, and maintained relationships with their professors. This study considered the case for a particular school and a single sport. Schroeder stated that the Division III philosophy regarding athletics “prioritizes the institution’s educational objectives, widespread student athlete participation, and incorporates the athletic department budget into the university budget” (Schroeder, 2000, p. 617). This example suggests that, when structured properly, intercollegiate athletics can have a positive influence on student involvement.

CHAPTER 3

RESEARCH METHODS AND PROCEDURES

The purpose of this study was to examine the life of Coach Bob Johnson and identify attributes that include characteristics, personality traits, beliefs, and attitudes that contributed to his leadership at and impact on Emory and Henry College. This qualitative study was based on several interviews centered on a series of questions to frame the study. The report employs a biographical narrative description of his life through interviews with people who knew him and contributes to existing theory grounded in oral and traditional history. Dickson (2008) described this method in her study of Elizabeth Gammon Pendleton as “using a qualitative method expanded the value of this study for the purpose of naturalistic and user (reader) generalizations that reveal the challenges that face a growing population of aging adults and enhance the understanding of lifelong learning” (p. 64). Qualitative research uses a naturalistic approach to understand the phenomena in context-specific settings (Hoepfl, 1997).

Focus of the Study

The focus of this study was the life of Coach Bob Johnson. This study was used to develop a biographical examination of his life through access to family records (pictures, letters, and other documents) and recorded personal interviews with those who knew him including family, colleagues, supervisors, former athletes, former students, community members, and more. The result of this focus was a study that explored the phenomenon of the leadership and impact Coach Johnson had at Emory and Henry College.

Research Design

This research study used a narrative design because the researcher studied the life of an individual (Creswell, 2003). This design fit well with a biographical approach using oral history as the method of narration. Qualitative research allows for flexibility within the study, “as it evolves, develops, and changes throughout the study” (Smith, 2007, p. 42) by using semistructured interviews as the primary method of data collection. The semistructured interview uses an interview guide to ensure that similar information is gathered from each person. There are no predetermined responses and the interviewer is able to expand the questioning. This method allows efficient use of time, makes interviewing multiple subjects more systematic and comprehensive, and keeps interactions focused (Hoepfl, 1997). The flexible nature of qualitative research also allows the researcher to modify the interview guide to focus attention on areas of particular importance or exclude questions found to be unproductive for the research goals (Lofland & Lofland, 1984).

Determining the participants for this study was an important aspect of the research. After identifying family, colleagues, supervisors, former athletes, former, students, and community members, interviews were conducted and a snowball method was used for further sampling that allowed the study to build and network from a core of initial participants. The interviews were audio recorded and transcribed. Recording the interviews allowed data to be captured fully so that the researcher could focus on the interview and add observational data, which is an important part in the process of monitoring both verbal and nonverbal cues and in the use of concrete, unambiguous, descriptive language (Hoepfl, 1997). Transcripts of the interviews were analyzed with a focus on emerging themes. Transcriptions allowed use of respondent validation

in which the participants are given an opportunity to view and amend their transcripts to make sure the data accurately portray what was intended (Kitto, Chesters, & Grbich, 2008).

Instrumentation

In qualitative research the researcher is the instrument for the study. Lincoln and Guba (1985) wrote that, as the instrument, the researcher should adopt the stance of the naturalist paradigm, develop the level of skill appropriate for collecting and interpreting data, and prepare a research design that uses accepted strategies of inquiry. Characteristics identified as supporting the use of researchers in the role of the instrument include:

1. Humans are responsive to environmental cues and are able to interact with the situation.
2. The ability to collect information at multiple levels simultaneously.
3. Able to perceive situations holistically.
4. Able to process data as soon as they are available.
5. Can provide immediate feedback and request verification of data.
6. Can explore atypical or unexpected responses.

These characteristics were used as data were gathered through interviews and documents. The questions asked during interviews were formulated to collect data and explain the experience and relationship the participants had with Coach Johnson. The interviews followed a semistructured approach and used an interview guide to help focus the questioning. The questions varied based on the participants' relationship and experiences with Coach Johnson. Some of the questions asked include:

- How long did you know Bob Johnson?
- What was your relationship to Bob Johnson?

- What strikes you as the most significant accomplishment of Bob Johnson's life?
- Do you think Bob Johnson made a difference in people's lives?
- What kind of person was Bob Johnson?
- What did you think about how Bob Johnson lived and worked?
- Why do you think Bob Johnson valued education and athletics so highly?
- What did Bob Johnson advise you about education and life outside of athletics?
- What was Bob Johnson's typical workday like?
- Did Bob Johnson do anything in dealing with athletes differently from other students?
- Can you tell me any stories that Bob Johnson told?
- Can you tell me any stories that you learned from Bob Johnson?
- Can you think of anything else that you would like to share?
- What should I have asked you that I have not asked?
- Who else should I speak with? (Smith, 2007)

Participants

It was necessary to interview people who knew Coach Bob Johnson well because of his passing in 2009. The participants were selected based on their knowledge of his life. This led to family members, colleagues, supervisors, former athletes, former students, community members, and others. Once the participants were determined, initial contact was made, the study was explained, and their participation in the study was requested. The goal was to identify 15 to 25 participants who fit the criteria. Documents and personal records were also collected as a source of information.

Participants were interviewed to identify traits and characteristics that contributed to Coach Johnson's leadership and impact. Some people who would have been good participants were unable to take part due to issues such as availability, time, and contact information. To help address the possibility of bias and limitations explained in Chapter 1, 16 participants were selected to provide information from a range of perspectives.

Data Collection and Recording

The data collected in this study included face-to-face interviews along with the examination of documents that provided information on the life of Coach Johnson. Each interview that was conducted in person was audio recorded and notes were taken related to the content of the interview, which helped for follow-up questions and notes on observations throughout the interview. Most of the interviews lasted approximately 90 minutes. This interview length was selected because 1 hour carries the consciousness of a standard unit of time that can have participants anticipating and watching the clock and 2 hours is a long time to sit at one time (Seidman, 2006). The interviews followed a semistructured format by using an interview guide or list of questions or general topics that the interviewer wanted to explore during each interview. This method ensured collection of certain information while also allowing the flexibility to address and follow up on any unexpected answers (Hoepfl, 1997). The interviews were transcribed and organized for analysis.

Data were also collected through documents from participants including letters, writings, awards, pictures, video tapes, and other personal items. Each item collected as data provided information on the life and career of Coach Bob Johnson. With the participants' support, both family and personal archives were available for analysis and inclusion in this study.

Data Analysis

After transcribing the interviews and allowing respondent validation by the participants, the data were analyzed. Critical themes emerged from the data through inductive methods of analysis (Patton, 1990). The data from the transcripts were searched for themes through coding methods that provided the framework for analysis (Strauss & Corbin, 1990). Patterns were discovered regarding the leadership of Coach Bob Johnson's life and career that provided insights on his influence of others. Themes were derived using guidelines suggested by Merriam (1998) including:

- Reflect the purpose of the research.
- Place all data into a category.
- Have the data fit into only one category.
- Categories should be simple to read and easily understood by all readers.
- Categories should be conceptually in agreement.

Through this analysis process categories and themes identified characteristics, personality traits, beliefs, and attitudes that contributed to the life of Coach Johnson.

Trustworthiness of Data

Reliability and validity are essential components of any research study. In qualitative research, the researcher acts as the *human instrument* of data collection (Patton, 1990). Therefore the researcher must provide an assurance of the credibility and trustworthiness of the research for the reader. While validity and reliability may also be known by different terms like correctness of the research, credibility, consistency, dependability, confirm ability, or transferability (Hoepfl, 1997) the focus is to provide the research with quality and accuracy. Some concerns exist about ensuring the accuracy of an investigation. To counter this it is necessary to crosscheck the

findings and conclusions and provide access to the research process through documentation that allows others to make the same conclusions (Ritchie & Lewis, 2003). To help ensure validity, Ritchie and Lewis (2003) note that researchers must make sure to accurately reflect the phenomena under study as perceived by the study population. These methods were used in this research to assure the study's reliability and validity.

Triangulation is an important part of establishing validity in qualitative research as it combines more than one research strategy in the research study. Triangulation brings credibility while the different strategies counteract and minimize the margin of error, as it establishes validity for the research. Patton (2002) described the strategy of triangulation as providing diverse ways of looking at the same phenomenon and adding to credibility by strengthening confidence in whatever conclusions are drawn. This study used triangulation whenever possible to assure trust in the research.

The main method used to assure trust in this study is found through data triangulation. Data triangulation considers time, space, and people. By using different points of time to research, one can identify consistencies of the subject through that course of time. Interviewing people who knew Coach Johnson through various stages in his life is important. Comparisons and consistencies can be found in Coach Johnson's leadership by using this process.

Space deals with collecting information at various sites. By collecting data at different sites, the researcher is able to compile a more complete data picture than going to one site for the data, which creates an opportunity to gain different insights. Interviewing beyond the walls of Emory and Henry College is one way to account for more complete data. By expanding to people outside Emory and Henry, insight is gained from an outside perspective.

With regards to people, data triangulation is used to gather different types of people, individually or in groups, to gather more comprehensive data than gathering information from one person or one group of people. This study included various types of participants including athletes, coaches, students, supervisors, and colleagues among others. Data triangulation provided an opportunity to gain different insights, showed consistency through the differences in the sources, and used different qualitative methods to help compare and share the data findings. Patton (2002) described different triangulation techniques including comparing observational data with interview data and comparing what people say in public with what they say in private; both of these techniques were used in this study.

As the researcher, it was necessary to explain to participants the need for full and complete disclosure during the interview process. Participants were given ample time to prepare for the interview and their answers were not forced as participants were given time, asked to recall facts, and relate what they knew in their own way. The participants were reminded of any question they were unsure about or preferred not to answer. It was their prerogative and allowed for complete honesty, which was important to aid in the trustworthiness of the data. Consistent and similar stories told about Coach Johnson's life increased confidence in the accuracy of the information obtained in this study. Any differences in stories or opinions were noted and included for further study.

In addition to triangulation, the respondent validation method, which returns transcripts to participants to verify the meaning and interpretation, was also used in this study. Other data were collected from letters, awards and certificates, photographs, official and unofficial documents, family artifacts related to Coach Johnson's experiences, his formal and informal education, and stories about his encounters as a leader. Triangulation of these diverse sources

confirmed the data as accurate and credible. The researcher's goal should be to strengthen the study and triangulation is a method that can achieve this. Strengthening the study does not necessarily mean that it will show the same results through different methods, but it does show consistency while providing reliability and validity through triangulation. The researcher must use triangulation effectively by explaining why the method was chosen, what was done, and how the triangulation helped the research. Using these methods provided tools to enhance this study.

Ethical Considerations

One of the most important considerations needed in this study was given to the participants. In this study the participants were asked to reflect on their experiences and knowledge about Coach Bob Johnson's life. The purpose and nature of the study was explained to all participants and consent to participate was sought from all the prospective interviewees. In addition to their willingness to participate the participants' right to not answer a question, choose to stop at any time, and ability to verify responses through the process of respondent validation were all explained in detail prior to the start of an interview.

The ethical considerations used during this study were adapted from those recommended by Merriam (1998), including:

1. The research objectives were articulated verbally and in writing so that they were clearly understood by the participant.
2. Permission to proceed with the study as articulated was received.
3. A research exemption form was approved by the Institutional Review Board.
4. Participants were informed of all data collection devices and activities.
5. Verbatim transcripts, written interpretations, and reports were made available to the informants.

6. The participant's rights, interests, and wishes were considered first when choices were made regarding reporting data.

7. The final decision regarding informant anonymity rested with informants.

Research objectives were articulated verbally and in writing so that they were clearly understood by each informant. Following these recommendations allowed me to be aware of ethical issues and address any concerns or considerations throughout the study.

Summary

The methods and procedures used with this biographical research study were qualitative in design and focused on the life of Coach Bob Johnson. Participants were determined by using purposeful sampling with a flexible snowball effect that provided insight on other prospective participants. Interviewing was selected as a method as it is,

A powerful way to gain insight into educational and other important social issues through understanding the experience of the individuals whose lives reflect on those issues. As a method of inquiry, interviewing is most consistent with people's ability to make meaning through language. (Seidman, 2006, p. 14)

All of the interviews were recorded, transcribed, and analyzed. Analyzing the interviews and additional data (documents, photographs, personal records, and more) explains the phenomenon of the leadership and impact that Coach Johnson had at Emory and Henry College.

CHAPTER 4

FINDINGS

Introduction

Bob Johnson coached at Emory and Henry College for 27 years. During this time he served as the head coach of the men's basketball team, worked as an assistant coach for the football team for many years, and also taught classes while finishing his career as the Athletic Director. His success in coaching is evident through his school record of 370 victories (a number that was also a conference record when he retired), five trips to the NCAA Division III Tournament, two Sweet-16 appearances, three conference and south region Coach-of-the-Year awards, producing 16 First-Team All-Conference players, nine All-Americans, one National Player of the Year, and winning the Division III Service Award.

Winning is often considered an important component of success, especially in sports. Winning games is certainly part of Coach Johnson's success but it was his impact on others that stands out. In 2008 at an Emory and Henry Home game, shortly after stepping down as head coach to fight kidney cancer, the school recognized Coach Johnson's success by naming the basketball court the Bob Johnson Basketball Court (see Figure 1). Grace (2008) writes:

It was an unforgettable, perhaps historic occasion. The day - January 19, 2008 - when Bob Johnson stood before an enthralled, emotional Emory & Henry crowd will likely go down as one of those indelible E&H moments when a large part of the community was witness to the powerful impact of a single individual as well as its own value and purpose. (p. 9)



Figure 1. Coach Bob Johnson receiving recognition after having the basketball court named in his honor at Emory and Henry College (Photo courtesy of Old Dominion Athletic Conference, 2009).

A large part of Coach Johnson's style was a result of his military background. His father was Harrold K. Johnson, who served as the Army Chief of Staff during President Johnson's term. Coach Johnson attended West Point and graduated from the ROTC program at Dickinson College. He served in Vietnam as a Ranger platoon leader before blowing out his knee and medically retiring as a captain in 1972. Coach Johnson's style was not for everybody, as evidenced by his most successful recruiting class in terms of wins, which started with 12 freshman players and by their graduation there were only five still in the program. But Crothers (1993) described all the players who stayed with the program that year by saying,

Survive Johnson's basketball boot camp bark "Yessir!" and "Nosir!" and synchronize their watches to *Coach Johnson time*, they rise before the sun. They win 20 games a season. But mostly they learn how to thrive after their basketball careers because they have been taught to be ghost busters, like their coach. (p. 18)

Coach Johnson was a fighter. He fought off cancer in 1990 and returned to coaching just 5 days after having a kidney removed, when his doctors told him he would be in the hospital for

10 days after the surgery and he would not be able to coach for another month. Johnson's approach was "based on motivation and one of the most overused words in college basketball – intensity - a word that doesn't do Johnson's game face justice" (Gregory, 2007, p. A1), with an intention to mold and develop players into men. Coaching for Johnson was "not only about X's and O's, it is about instilling discipline and accountability. He teaches life skills through basketball" (Warters, 2007, p. 3). Coach Johnson said that better teams were created by helping players become better people as well as just players. Gregory (2007) quoted Johnson as saying,

The major issue is that they at least listen to what I tell them and think about what we talk about. I want them to understand the values of effort and focus on purpose. Not that a basketball game is all that important, but learning how to focus on any task is important. (p. A1)

This chapter presents the results of the study in a question-by-question format, specifically examining the five research questions related to Coach Johnson's life that are outlined in Chapter 1.

1. What was his leadership style?
2. What type of person was he?
3. What type of coach was he?
4. What are the interviewees' perceptions of how he influenced their lives?
5. What are the interviewees' perceptions of his life and work?

This chapter also presents the leadership and influence of Coach Johnson by examining the Leadership Challenge Model (Kouzes & Posner, 1997), which consists of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. These behaviors were used to organize the data into emerging themes from the interviews about Coach Johnson. The findings result from an analysis of the data collected through the qualitative inquiry of personal interviews.

Research Question 1: What Was His Leadership Style?

Coach Johnson's leadership style was influenced by his military background and experiences. His wife Mrs. Sherry Johnson said (see Appendix B),

His dad was from North Dakota and became chief of staff of the Army during Vietnam and was probably the biggest influence on Bob's life in terms of character, strength, compassion, fairness, and all the good qualities. His dad was a prisoner of war and was in the Batang Death March in the Philippines. And when he was released he met Bob's mother in San Francisco and Bob was conceived, a love child if there ever was one. He has two siblings, an older sister Ellen, and an older brother Johnny, both of whom he was very close. (personal communication, August 1, 2012)

Bob grew up moving around and grew up in a military home. Mrs. Johnson continued to recall:

They always lived on Army bases. He was walking home from baseball practice one day and his dad passed him in the car. His dad stopped and asked him, "Bobby what do you want to be when you grow up?" and he said, "I want to be a marine." His father closed the car door and told him you better find a place to lay your hat because it will not be here. He did not care for the Marines or Special Forces. And I think that is one reason Bob became a Ranger, as his rebellion against his dad's authority. He respected his dad very much, but the Ranger mentality suited him very much. I don't think his dad was very pleased with that choice. (personal communication, August 1, 2012)

When asked if she thought that was Coach Johnson wanting to create his own path for himself, Mrs. Johnson said that it was as if he was saying "Yes, I want to be like you but I want to be my own man." As he continued to grow, he continued to follow the military path. He attended West Point.

He roomed next to Mike Kyshevski, who was ahead of him 1 year. He was there 2 years and one of his classmates was caught up in an honor code violation. The cadet honor code states "a cadet will not lie, cheat, or steal nor tolerate those that do." So because his classmate had spent vacation with Bob, you know a lot of kids can't go home over breaks, he was implicated in the cheating - as if he must have been aware of it - and Bob would say nothing. His father was Chief-of-Staff at the time and he called Bob and asked him if he did anything and Bob told him no but he said I can't go back if I ratted on a friend. It was a dilemma of the honor code. So he left West Point and he was furious and thought it was unfair. A lot of Bob's father's contemporaries thought they were trying to make an example out of him because he was the Chief-of-Staff's son. So the greatest regret in his life is he did not graduate from West Point, but he went on to Dickinson college and was in the ROTC program and was determined to graduate the same year as his class in West Point. His father commissioned the class at West Point and then a week or two later commissioned the class at Dickinson. He was commissioned second

lieutenant the same time as his classmates and that was important to him. He was a second lieutenant and went to Vietnam in 1968 and was a platoon commander. It was a life changing experience, no question. (Mrs. Johnson, personal communication, August 1, 2012)

His military background and style can often be perceived as strict disciplinarian. There were components of that in his approach, which was evident to those he lead and lead against, including rival conference coaches. Coach Page Moir (see Appendix C), the coach at Roanoke College indicated that there was also more to his leadership style than just a strict disciplinarian. Moir noted,

His leadership style was very charismatic, a very bright, quick thinking smart guy. I think if Bob was asked a question he could analyze it 10 different ways before he answered it, he was that bright and that quick on his feet. He had the classic traits that you look for in a leader. He had a charismatic look about him. You could look into his eyes and you could see life and enthusiasm. You saw a guy who was not a BS guy. If you mess up he was going to tell you, and it might not be the kindest way, but he was direct and he communicated. So I think all those are traits that I would say great leaders have to have and he had all those traits. Again, I think the military background served him extremely well. When you think how the military leads, the 2 years he spent in the Academy, the influence of his father, you think how the military leaders are the best in the world. They develop leadership skills better than anyone else in the world. I'm very envious of the guys that got to play for him. The ones I know appreciate him and use some of the things they learned from him in their everyday life. (personal communication, August 25, 2012)

As indicated by Coach Moir's comment, Coach Johnson's military background played a noticeable role, but he also had a different side beyond his military experience. Sometimes the militaristic style was strictly an authoritarian approach. But it is important to note, as former Athletic Director Dr. J.P. Barfield (see Appendix D) (personal communication, September 24, 2012) mentioned, he thought Coach Johnson "was perceived as authoritarian but his work with other colleagues was always very democratic and diplomatic. I saw Bob as a service leader, one who would push for others when he believed in a cause."

Coach Johnson's daughter Leigh (see Appendix E) considered his leadership to be:

I would say something like tough love. I think he saw potential in people and he was good - and more so over the years - at tapping into people's potential in very

individualized ways. He was softer with people who needed him to be softer, but he wanted to challenge people to grow, to think, to become the best they could be. He did not believe in coddling people. I think he also believed in leading by example. I think he believed that since he had done some tough things in his life, he could ask his players to do some tough things. Also, he did things the right way and wanted his players to see that. (personal communication, October 15, 2012)

This leadership style helped Coach Johnson lead for 27 years as Head Coach of the Men's Basketball team at Emory and Henry College. His approach allowed for an ability to motivate others. His son, Casey Johnson (see Appendix F), explained:

To lead you get people to do what you want them to do and get them to be successful doing it. To make them better, and what I think he instilled, was leadership in the rest of us. How many guys have gone on to be coaches or successful in anything because of what he taught us? I think we are carrying his message out into the world. He was a great leader because he lifted us. He didn't just talk the talk he walked the walk and he taught others how to lead and influenced them to become leaders themselves. (personal communication, August 24, 2012)

Casey also said that,

His true calling was as a motivational speaker. I remember some of the things that he would say and just how fired up he would get guys before a game or at halftime. A great story was when we were playing Ferrum. The locker room then was the football locker room, where the two teams actually shared the same shower area. It was halftime and the two locker rooms were separated by a door. The Ferrum coach came in and they were up a couple points but he's upset. Emory was in the top 10 in the country at this point and down at the half. The Ferrum coach started saying how they need to do this and that and then on the other side coach goes berserk. The Ferrum coach told his guys let's hear what Coach Johnson has to say. He went on for about 15 minutes talking about each individual about what they're not doing what they need to do and motivating them to get it together and go in the second half. It just happened to be that he was motivating both teams at the same time. (personal communication, August 24, 2012)

Coach Johnson's success in leadership was in large part due to his philosophy. His philosophy represented the way he lived and the way he coached, which is important because he lead on and off the floor. This philosophy allowed others to see him lead and buy into his leadership, which accounted for much of his success. Mrs. Johnson described it as something that,

Never wavered and never changed. He was a disciplinarian but he was fair and he was consistent. I think that accounts for a lot of his success with his players, the superstars did the same work as someone else. His philosophy never changed in the way he treated people and the expectations and the accountability he instilled in his players that I don't see today. He prided himself on molding young men, not making them, because so many of them came from great families. But opening up their horizons by saying, "This is what's out there and this is the way you have to do it"; doing it the right way, things that I don't see a lot of now either. Things like asking his players to sit in the front row and taking their hats off, to go to class every day, and treat others with respect. He wouldn't use things as punishment. Early morning practices were used to make teams tougher. In fact, some other coaches would recruit by saying you don't want to get up early and practice at 6 in the morning. But the teams here were up and together for breakfast and then on to class with the whole day ahead of them. He thought it was a way to strengthen them and I don't disagree. He was strongly committed to having his teams build chemistry not only on the court but off the court as well and that was a big part of it. Another part was bus trips. He wouldn't allow cell phones to be on or headphones. You were there with your teammates, if you were going to communicate it was going to be with each other, get to know your teammates. And room assignments, you weren't going to room with just your buddy. There was a method to his madness. For his philosophy I would say unwavering. (personal communication, August 1, 2012)

Research Question 2: What Type of Person Was He?

Words like tough and intense are often spoken when referring to Coach Johnson. Former assistant coach, Jamion Christian (see Appendix G) referred to him as:

One of the toughest people that I have ever met, but he also was one of the most caring. No problem was too big or too small for him to offer his expertise to help guide young people. He had a passion for helping those around him to achieve their very best. (personal communication, October 12, 2012)

Former player Hank Luton (see Appendix H) described Coach Johnson as:

Intense is probably the best word you can use to describe him, whether it was off the court or on the court. I think he was probably intense while he was sleeping. He was a very intense person and he wasn't afraid to get into you. He would challenge you every day whether on the court or off the court. He wanted to see the best out of all his guys; he really cared about all his guys. (personal communication, August 18, 2012)

While Coach Johnson's intensity and toughness were rarely questioned, it became evident that there was much more to the person he was. He had an enthusiasm for life and

believed in doing things the right way. He cared for others and wanted to help people. Former National Player of the Year, Justin Call (see Appendix I) remembered:

He was tough but genuine. He was straightforward and honest and lived a life of integrity. He was a competitor who believed success came from the preparation, not necessarily the result. He truly cared about all people. It was sometimes tough love, but it was always in our best interest. (personal communication, November 2, 2012)

This genuineness attracted others to him. This was certainly a sentiment shared by his family, players, and friends but not limited to just them. Leigh Johnson described how,

I loved hanging out with him. He made me laugh, and he really made my mom laugh, too. He believed in me, and in our family, and he made me believe I could do and be anything I wanted. There was never any question that I would get good grades, go to college, and become what I chose to become. They didn't pressure me, but it was understood that I would work hard, and it never really occurred to me that I might not be able to be or do something, because that's what they made me believe. There was never any discussion of "You can't do this because you're a girl." My dad made me run the same pass routes as my brother during the days when he was coaching football. He thought my shot should look as good as any boy's. But he also really respected my decision not to pursue basketball beyond high school. He wanted us to do what we wanted to do, what we loved, and he didn't pressure us; he just supported us. (personal communication, October 15, 2012)

Coach Johnson was a man who held strong beliefs and would stand up for what he believed in. He was loyal to those he cared about and believed in being held accountable and being responsible for your actions. He led by example. Mrs. Johnson said, "It wasn't, do as I say not as I do, but I believe in what I'm doing" (personal communication, August 1, 2012). Former player, Eric Scott (see Appendix J) reiterated this as he said Coach Johnson was,

A role model, but he was human. I took away qualities that I felt pertained to my life and have used them. For instance, treat people with respect, stand up for what you believe in - even if it isn't popular - to see your project to the end, and just be real. (personal communication, October 14, 2012)

Mrs. Johnson (personal communication, August 1, 2012) told about how he lived by the four *I*'s: "intelligence, imagination, initiative, and integrity, with integrity being the most

important. I think that might've been his Bible there.” Leading in the same way he lived allowed many to see him the same way they saw him as coach.

Another rival conference coach Nathan Davis (see Appendix K) (personal communication, September 26, 2012) said he was “same as he was a coach. Tough, fair, loyal, and kind.” Perhaps this shared vision of person and coach is due to the fact that “There was never a day that he felt he was going to work” (Mrs. Johnson, personal communication, August 1, 2012).

Research Question 3: What Type of Coach Was He?

After a coaching career that spanned 27 seasons, the impact and image of Bob Johnson was easily associated with his coaching. He had the basketball court at Emory and Henry named in his honor, won multiple Coach of the Year Awards, had the conference Coach of the Year Award named for him, lead multiple teams to the NCAA tournament, and when he retired he held the record for the most wins as a coach in conference history. While this success made him a prominent and strong coaching figure, his coaching was an extension of who he was as a person. Justin Call saw these similarities:

He was the same type of coach as he was a person. He demanded your best and he was tough, but he wanted all the players to succeed. He loved preparing in practice and then expected us to perform in games. He truly taught life lessons each day using basketball. (personal communication, November 2, 2012)

Coach Moir said:

I don't think you saw two different people at all. I think they were similar but he knew how to relax and enjoy being around people and in coaching that's a real similarity because you love your kids and you love your teams but he loved being around other people, too. I think he liked being around other coaches and debating. He would debate you all day long. (personal communication, August 25, 2012)

By using coaching as an extension of who he was, Coach Johnson was able to lead by example. People could see that what he asked of others he was also doing, and what he expected

of others he expected from himself. This presented a genuineness and authenticity to his leadership that players responded to. Mrs. Johnson observed:

I think that kids can sense when you're genuine and when you're truly committed. His coaching was just an extension of his personality - intense, disciplined, and purposeful. I think he used sports as a medium to teach about life. You're going to have challenges and it is how you deal with those challenges. How you handle success but how you deal with setbacks as well. (personal communication, August 1, 2012)

Having grown up around the team while also playing for and coaching with his father, Casey reflected on Coach Johnson:

He coached just like he lived. His daily goal was to be the best person he could be. If you didn't do a good job that day then the next day was to be better. He really had a great sense of humor. I think even inside of the basketball program he could keep the guys loose with a sense of humor. I think he was just a really good person and he was willing to give guys chances. I think that one reason he was able to get people to do what he wanted to do was because they knew he would do the exact same thing; he lived the same life. He wasn't saying one thing and doing the other. He was living just like he was asking you to live. He was the best friend that you can have. He would do anything he could to help you. I've messed up a few times but he was always there for me - always supporting me because family is more important than anything and he considers all the guys that play for him part of his family. (personal communication, August 24, 2012)

One reason why Coach Johnson used coaching as an extension of himself was because he saw basketball as an extension of life. Coach Davis (personal communication, September 26, 2012) recalled, "One thing I do remember him saying was - and I am going to paraphrase - If all I am is a basketball coach I am not doing much with my life." When discussing his coaching, the focus often shifted beyond basketball. He was "a passionate coach who believed in the role of *teaching* through sport. Bob was a veteran coach who cared more about team play and the personal growth of his players than wins/losses when I knew him" (J. Barfield, personal communication, September 24, 2012).

Former assistant and current Athletic Director at Radford University, Robert Lineburg (see Appendix L) said:

Bob Johnson was a leader and then a coach. He was a master motivator who was able to get young men to play at an uncomfortable pace. Coach was extremely demanding but he cared deeply about his student-athletes. I believe Coach always saw his position as a vehicle to make these young men better in all phases of their lives. He taught so many valuable lessons. I will never forget getting off a charter bus and the team leaving it spotless after a long trip. Several years later, as I got off the bus on my first road trip with a DI program, the team left behind an awful mess - food, soda bottles, and trash is everywhere - our head coach never said a word. I was so embarrassed and the only thing I could think of was Bob Johnson never would allow that to happen. You took care of all the little things with Coach. I thought about the guys who had to clean up after our spoiled DI team and it made me sick! (personal communication, September 20, 2012)

This type of coaching not only influenced his team but also garnered interest around the league. A former opposing player who would move up to opposing coach Kirby Dean (see Appendix M) noticed and admired the effect Coach Johnson had at Emory. Dean said:

My respect grew each time we competed against his teams. I was amazed at how hard his teams competed, especially on the defensive end. I was amazed at how his players responded to him, and I was amazed at how he communicated with opposing coaches after the competition was over. I was especially intrigued by how the players on the Emory team responded to Coach Johnson. For a coach to be that intense, that demanding, that hard, it was incredible how those players would obviously run through a brick wall for that man. (personal communication, October 9, 2012)

A major reason for this was because of the way Coach Johnson coached. He may not have done everything perfectly, but he did things in the ways he knew could work. Luton played for Coach Johnson and said:

He was definitely an outside-the-box thinker as far as coaching. He made you think about things before you did it. It was never a clear-cut answer for anything, there was always some thought behind everything. We did things that were out of the ordinary to challenge our minds and bodies and also challenge the game. As far as in general what type of coach he was, he was a good coach, he got the best out of all his players. He tried to squeeze as much talent as he could out of guys. He was really more of a life coach than a basketball coach. (personal communication, August 18, 2012)

His coaching consisted of making better players and making better people. He was a competitor and loved winning, like everyone else, but he saw more potential for the game than just wins and losses. His coaching was:

Disciplined. He demanded a lot of his players; he was very committed to having them do the things he asked them to do. He was very intent on them being committed to the concept of team and to one another. He really wanted to teach them what it was like to be able to depend on someone and to have someone depend on you. He believed that what he was doing was using the game of basketball to teach life lessons and to turn young boys into men. He did not compromise those ideals for the sake of winning. He believed that if you did things the right way all the time that good things would come. Even when his team wasn't the most talented, he wanted them to be the fittest and the most disciplined. He also believed there was more to basketball than dribbling and shooting. I think he wanted his players to understand mental toughness, and he believed that would help them on and off the court. (L. Johnson, personal communication, October 15, 2012)

Research Question 4: What Are the Interviewees' Perceptions of How He Influenced Their Lives?

Coach Johnson's influence is often portrayed in what he taught about life. Former player and assistant coach, Mike Cartolaro (see Appendix N) considered Coach Johnson as a "Life lessons teacher would be the perfect description of coach. And he did this through basketball. He did not make excuses, always ready for a challenge, and never felt sorry for himself. His actions spoke volumes" (personal communication, October 8, 2012). Former player, assistant coach, and now current head coach, Paul Russo (see Appendix O) stated:

Everything he taught was about life. He knew that the things that made good players, also made good students, good employees, and employers. He knew that good teams modeled successful businesses. Everything was about the big picture and basketball was a safe atmosphere to teach life lessons, some more difficult than others. (personal communication, November 14, 2012)

Former player and assistant coach at Emory and Henry College, Andrew Hart (see Appendix P) observed life lessons daily. When he reflected on what was taught about life, Hart found it included:

Everything. There wasn't a day in a meeting or him at practice that you didn't learn something about life. The entire program is built around teaching kids how to be productive in society, which means we're teaching life lessons every single day. We had specific basketball meetings that had at points nothing to do with basketball; it was strictly about different things about life. The curriculum of basketball in the program was learning how to be a successful person. (personal communication, August 18, 2012)

One major reason why Coach Johnson was able to teach these life lessons is because he seemed to care more about developing people than wins and losses. His focus was not on whether others would judge him or view him based on his success in winning games. Coach Johnson focused on basketball but also on developing people.

He didn't care about the records or outcomes. He was competitive and he wanted to win, but was he producing good citizens. We had a lot of bonding times with the teams so they weren't just players when they came in. They are up here for dinner, they're here for breaks, we all go out, and so he knew what was going on in each player's life beyond the court. He dealt with one kid who thought he had his girlfriend pregnant three times and finally said we need to sit down and have a talk about what's happening here. So they were able to confide in him about personal issues, I just think there was a comfort zone with his teams and he was so proud when it turned out to be, I don't know if successful is the right word but just outstanding citizens. He kept up with them all even kids outside of playing. (Mrs. Johnson, personal communication, August 1, 2012)

Leigh Johnson said that her father would focus on making sure his basketball players and classroom students would understand the importance to,

Do the right thing. Work hard and good things will happen. Don't quit. Do what you believe in. Do what you're passionate about. Surround yourself with good people. Be the kind of person other people can depend on. Try new things. (personal communication, October 15, 2012)

He did this by focusing on character. The locker room has three words painted in big bold print: courage, character, and commitment. These life lessons fit into his message. Luton described what was taught during his time as a player and student. He understood that:

The number one thing he taught us all was your character would set you apart from other people. That's in anything - in life, in playing sports, and your relationship with your wife or spouse or your kids. Your character is what makes you the person you are and we always did things like that; exercises, whether on the floor, off the floor, in meetings, or listening to speakers that would challenge who we were as people, what made us who we were and the character we had. We had a lot of guys who came into the program where their character was never challenged before and Coach Johnson did a good job of challenging that character and molding people, molding these young guys into men. And like I said before have moved on to become very successful now. Character building was number one in that program. He could care less, I mean he obviously wanted to win 20 games a year and go to ODAC finals, but I think he was more proud of the fact that his kids graduated and were moving on to grad school or careers and becoming successful

family members and fathers and citizens in the community. (personal communication, August 18, 2012)

Call added how he saw Coach Johnson do the very things that he was teaching. Out of his experiences he learned that:

To be successful in life you have to work at it. You have to be prepared and you can't prepare for everything you're going to see in life, but you can prepare yourself to how you will react. You can control the way to react to everything. I think he believed that life was about hard work and preparation. Most importantly, he believed that you did things the right way. You treated people the right way and always looked to make an impact. One thing he said was, "You cannot direct the winds, but you can adjust the sails." I think this applies to his view on everyday life. (personal communication, November 2, 2012)

Call also said:

In anything he [Coach Johnson] did, he did it to his absolute best. I never witnessed Coach doing anything halfway. I often think about this: he told me one time that you should always do everything as well as you can, because it is the most important thing to someone. He always gave all people his attention when they were with him. He was always in the moment. (personal communication, November 2, 2012)

And almost mirroring in what he saw in Coach Johnson's actions, Call witnessed the lessons he taught in the classroom or on the basketball court.

He asked his students and players to give their absolute best in anything they did. If you're in class, do your assignment to the best of your ability. If you're in practice, do the drill to the best of your ability. Always go as hard as you can and be the toughest person on the floor. However, with that it was important that you did it the right way with respect and integrity. (personal communication, November 2, 2012)

Coach Johnson taught things that are sometimes taken for granted like being able to speak in front of others, being respectful, and things that are a part of your daily life that may go unnoticed. Lineburg noted:

He was as good as I have ever been around in making sure you took care of the little things. You write a thank you note, you dress the right way, you look people in the eye when you talk, shake hands properly. He taught so many lessons. He taught his student-athletes public speaking by having a rotation of speaking duties during team breakfasts. Can you imagine what this did for the kids who were shy? That stuff changes lives! Mostly, he taught that if you go out in life and you are unselfish in all you do and you serve your neighbor, good things will happen. When you teach the values of teamwork, selflessness, respect, honor, work ethic, and excellence you can't help but have a positive

effect on the lives of everyone around you. The ones who didn't buy in are the ones who lost out on a life changing experience. (personal communication, September 20, 2012)

Some lessons were taught by the right words or the right actions. For Greg Vannoy (see Appendix Q) it was through a poem he was given, "He gave me this poem my sophomore year and I can't tell you how many times I've delved into these words and found comfort in the simplicity of them. These are the things he taught me" (personal communication, November 1, 2012). The Rudyard Kipling (1916) poem that Coach Johnson gave Vannoy was *If*:

If

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
'Or walk with Kings - nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute

With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!

Research Question 5: What Are the Interviewees' Perceptions of His Life and Work?

Over the course of his career, Coach Johnson was able to build respect and admiration in those who knew him. His leadership provided an opportunity to affect not only his players and students but also the school and members of the conference. The perceptions of his career and of him as a person helped to demonstrate his influence and how he was able to influence others.

One of the biggest perceptions was the respect he held. Mrs. Johnson spoke about this, saying:

I think he was so well respected. What people don't know is that not only did he coach basketball but he taught *Western Tradition*. He was one of the most well-read men I've met. So he was respected in the athletic department but also on campus. And I don't think that's true anymore, I think there's a huge division between academics and athletics now. But he was able to bridge that gap. So he was respected. I think feared, but I go back to Jimmy Allen's quote at his service where he said people asked us if we were afraid of Coach. We told them no, we were afraid to fail, we were afraid to disappoint him. So I think he had this exterior but I would say to you that he is one of the most intelligent men to walk this campus and he had the best sense of humor out of anybody I've ever known. And I think his kids can attest to that we laughed a lot. (personal communication, August 1, 2012)

Continuing with the subject on teaching and influence in the classroom, Mrs. Johnson said:

I think he influenced a lot of students. He got a lot of letters from students saying his leadership class was one of the best classes that they ever took at Emory and Henry. So I think he connected really well in the classroom. Discussions were lively. He used to speak to a class and once a year they would talk about Vietnam. So there were two professors who were diabolically opposed in their assessment but it was a healthy discussion. So students, other coaches - he coached football for long time - and I think when he became AD he was a great mentor to all the young coaches. There's no question he and Fred Selfe had a great relationship. I think he was able to instill a lot of his strong values on his students. Some students came in and had a lot of freedom and he was able to counsel them in that respect. (personal communication, August 1, 2012)

As Mrs. Johnson mentioned, one perception that should not be overlooked was the respect and effect he had in the classroom. While he is most known as head basketball coach, he

also taught classes throughout his career and he approached teaching with the same passion and enthusiasm as he did coaching. Vannoy shared his experience with Coach Johnson in the classroom:

Coach J was well respected within the coaching community but the thing that was lost on so many folks who never had the opportunity to experience it was how amazing he was in the classroom. He taught several classes on leadership and coaching but if you ever had a chance to sit in on his *Western Tradition* classes, then you honestly were subjected to the greatest teacher of those pages on campus. He lived those things, he experienced other cultures, and he had seen firsthand how the various philosophies and leadership styles had forged other countries. His eyes lit up talking about those things and he was knowledgeable on every one of them. I'd have put him against anyone on campus in a debate and wagered on him and doubled down if there was a knife fight at the end. (personal communication, November 1, 2012)

Some of the most common perceptions revolve around Coach Johnson's coaching endeavors. A lot of this had to do with his success and longevity in the field. Hart shared his views as:

From inside the program the perceptions of him were phenomenal. It was all based on the fact we respected him and loved him and believed in everything that he was teaching us. You would get one or two every year that did accept that and wouldn't make it and that with sometimes you would find that with a group on the outside, too. A lot of people may not have understood or accepted what he was trying to do. Some may have even thought some of the things were crazy, as far as his playing style and his approach to teaching and coaching. But from the inside, the perception was pretty strong from about everybody. We believed in what he was doing and that's why we would play 3 or 4 years and graduate from the program. (personal communication, August 18, 2012)

Dr. Barfield reiterated the notion that the perception could vary in some views depending on the relationship and experiences. He said: "From his peers, he was a passionate coach and person. From some on campus, he was intimidating and aggressive. From me personally, he was someone who believed in what he was doing" (personal communication, September 24, 2012). Coach was a fierce competitor. He was someone who wanted to win and would approach games in a specific approach. He was going to be prepared, work hard, and give it everything he had. Luton described the perception of Coach Johnson's approach in terms of basketball by saying:

I think the perceptions of his work are he's an outside-the-box thinker and you know the intensity he brings is going to rub off on his teams. When you played Emory and Henry you knew it was going to be a dogfight, you never knew what was going to happen. If there was no shot clock, Coach J may hold the ball the whole game if he thought it would give him an advantage and teach his team lessons; he might do it. If a team pressed you full-court and he thought we might just press them back to get advantage we might do that. I think other coaches knew that you never know. The only thing that you knew about, Emory and Henry wasn't there to play extremely hard for the full 40 minutes in a competitive game and you were going to be in for a dogfight every game. And I think that's his personality rubbing off on his team, how intense he was and how intense his teams were is a direct correlation to the way the league is now. The way his teams were in the '90s, when they were dominating, were kind of a springboard for the league. And look at the league now and it's definitely a top three lead in the nation. Everybody wants to play in that ODAC and when you look behind the scenes he has his handprints all over as far as national tournament, exposure, ODAC tournament, and all those kinds of things. But I would think outside-the-box and his intensity and other coaches knowing that they were in for a dogfight because they knew how intense coach Johnson was and how intense his teams were. (personal communication, August 18, 2012)

This toughness and tenacity was something that was perceived from around the conference as well. Davis explained:

Playing against him, what stood out was how tough he seemed and how tough his teams were. Working with him I was really struck by how much thought he put into basketball, his team, and his players. He was very organized and thought about basketball on, for lack of a better term, a different level than I had been exposed to at that time. (personal communication, September 26, 2012)

Dean also noted this perception while also showing the influence and impact it had. Dean said,

During my junior year I already knew that I wanted to go into the profession of coaching. As a part of one of my classes I was asked to write a paper on what I would want my team to look like someday when I became a head coach. I can remember specifically writing that I wanted my teams to resemble Bob Johnson's teams at Emory & Henry College. I talked about the incredible intensity of defense, the unselfishness on offense, and the way the man carried himself on the sidelines as my main points in the paper. That was probably the first time I ever expressed in writing what had been developing in my mind and heart over the years as I competed against and watched Coach Johnson and the Emory & Henry program. I still think of that paper and the goals I set for myself and my future program back then and I think it does look at least a little like that program I wrote about back in 1990. (personal communication, October 9, 2012)

Challenging the Process

Over the course of Coach Johnson's career, he found ways to challenge himself, his players, students, and those who knew him. Coach Johnson challenged the way things were done, "One thing that he lived by was to challenge the assertion. It came from his dad. Don't always accept something that somebody tells you" (Mrs. Johnson, personal communication, August 1, 2012). He was an outside-the-box thinker who held strong beliefs. With his strong beliefs he continued to learn, have open dialog, and was open to change. He found ways to push beliefs and philosophies while being an innovator of new ideas and strategies. Mrs. Johnson described what she saw change in terms of his style and approach:

I think you can see the coaching style evolved. When he had really good players he could do what he wanted in terms of defense and offense. When he realized he couldn't compete in the post he went to the system. But it wasn't just a random decision. This was really researched. He spent a lot of time with the Coach of Grinnell. He went out and talked to him, sent his assistants out there and it wasn't the Grinnell system, he took the system and fine-tuned it. His genius was keeping track of the substitutions. I've never seen anything like it. Other coaches didn't want to play against it and were uncomfortable; I was not comfortable with it when we went to it either. We went to it at Randolph Macon and I was the only one that did not know, both of my kids knew and I was shocked. It was a cold night in the hotel. But I came to love it; basketball is so slow to me now. He was able to take different talents and use them in that system. I think that's what good coaches do - they use their players' strengths. You can't have a philosophy of coaching or style and expect for all players to mold into that. At one point it was so far out of his comfort zone but he never would shut the door on anything. He never tired of talking basketball and trying to figure things out. How can we do this, can we do this differently type of things. (personal communication, August 1, 2012)

Coach Johnson was not afraid to do something different even if others did not understand or agree with him. He was not concerned about others' possible perceptions because he was doing something he believed in. He would research and study different methods so he could make educated decisions on different ways to accomplish a goal. Casey Johnson described how:

He was constantly learning. He was well read in everything from politics to current events to basketball he was always watching videos he was always watching game tapes always talking in the office to his assistants always thinking. Sometimes things with sound crazy but he would try he was thinking outside of the box he was never afraid to

try something different. He wasn't afraid of anything. Tweak it and tweak it and tweak it until it worked. (personal communication, August 24, 2012)

Sometimes one may not have all the resources available to do everything exactly the way he or she prefers or even the way it has been done in the past. With coaching this is especially true, as teams and opponents change each year. By thinking outside the box and challenging the way things have been done in the past and are still being done allows one to find different ways to overcome obstacles. Davis saw Coach Johnson face and embrace these challenges during his career.

Emory & Henry was, frankly an awful program when he took the job. I am not sure that they had won more than one game the year before he became the head coach. He turned them around into a national power with six straight NCAA Tournament appearances. He looked at the problems and difficulties as challenges and found ways to be successful despite those challenges. (personal communication, September 26, 2012)

Coach Johnson showed throughout his career that there were many ways to be successful. He challenged the process of competing through different schemes and strategies. He adapted based on the personnel he had and was not afraid to try something never done before. His son Casey described some of these coaching changes.

First, when he started coaching in Springfield he was playing this way, up-tempo fast. He said all he was concerned with how fast they could get it out of one net and into the other net. So they were running and pressing and subbing different groups. He really had a lot of fun because he wanted to play aggressively that was his nature. When he got to Emory he wanted to play up-tempo but he just didn't have the players to fit that. He called it the worst job in the world but he'd rather rule in hell than not rule at all. And I think he turned one of the worst jobs into one of the best jobs.

Once he got his guys and some big recruits he was able to turn that program around. And he got to the point where he wanted to play up-tempo and pressure man-to-man, be aggressive on both ends of the floor, and I think he was such a great coach because he changed his offenses based on his personnel. He changed based on what he did or did not have on his teams. So when he had some of his great recruiting classes he ran an offense assistant called triangle where he would have three guys finishing with over 2,000 points for their career. This was an offense that he created and nobody could stop. So he ran triangle then, now he was pressuring man-to-man on defense which is something that never changed. Intense practices, guys chasing loose balls diving on the floor just playing their hearts out for him.

He more than anybody I've ever seen got people to play harder than they thought they could play. He wanted one thing and that was effort. You wouldn't see him complaining about missed shots but if you weren't playing hard you heard about it. So he was running triangle and then a couple guys graduated and he had four guards and he started running motion with four out or five out motion sets, and he got back to the NCAA tournament playing that way still with 1,000-point scorers.

After those guys graduated that talent level went down so we started running more set plays and then he got a couple more players and went back to his triangle offense and also-runs swing sets, which were Wisconsin-based offense. But he used a numbering system that helped get guys shots. Everything that he did he took a basic concept and took it to another level. The system he took to another level and here he took the swing sets to another level with this numbering system. He was able to use all these different types of offenses and finished at or near the top of the conference in scoring. He held all the scoring titles, before the system, in the conference, individual, and team. (personal communication, August 24, 2012)

As Casey described, Coach Johnson was not afraid to challenge the process and find new and different ways to get results. While Coach Johnson was open to change and challenging the way he did things, he did it in a way where he still was able to hold onto his core philosophies; he was challenging the process in ways that still fit in with his style and leadership. Russo said that,

Contrary to what most people think, I believe that Coach's philosophy did not ever change over a 30-year coaching span. It may have looked different, but it never changed. If I could explain his philosophy in short, I would say that he believed that long term success could be found in a player's ability to give maximum effort and play without any fear of failure. He knew that this philosophy would not only bring success out on the floor, but will also provide success to all of us in life. He would always say, "It's a good way to live." (personal communication, November 14, 2012)

One of the biggest reasons why Coach Johnson was able to challenge the process was he did not care what others may have thought. He knew what he was trying to accomplish and found different ways to accomplish his goals. Hart said,

I think that he was very much open to change. He just wanted the best for each season, whatever your roles were and with whoever was on the team. He was bold to what he believed but at the same time he was accepting to change. (personal communication, August 18, 2012)

As long as Coach Johnson could find a way that would develop his team on and off the court he was happy to challenge the process and push the boundaries of what had been done before. Dr. Barfield expands on this thought mentioning,

I think a lot of veteran coaches place more importance on team cohesion and individual growth as they continue in their career. Bob was similar in this way. In terms of differences, Bob never was afraid to stand alone or against everyone in the room (or league) if he believed in his cause. This inner confidence is a bit different from most coaches I have known. (Personal communication, September 24, 2012)

At the end of his career he moved to a very fast system that went against very traditional basketball styles. Casey Johnson described the effect this system had.

Everybody thought that he had lost it. People thought it's not a good way to play just because it was different. People hate different and they hate change because they don't understand it all. Also a lot of people only remember him as running this system when he really only did it for 2 years out of 27 but they would also see that while Emory just beat the defending national champions by 27. Who else did that that year? He didn't care what other people thought. He never did. So that's why I thought he was such a great leader because he was concerned with his team, his players, his program, and himself. What can you control? You can't control what other people think, so who cares. Leading up to before he went to the system with triangle this is something I think he doesn't get enough credit for; he invented that. He invented a two out three in screening motion that could have failed miserably, and produced four 2,000-point scorers. He was really excited that he can blow people's minds away that he knew something that nobody else knew that they were going to know after this. (personal communication, August 24, 2012)

Inspiring a Shared Vision, Enabling Others to Act, and Modeling the Way

Inspiring a shared vision, enabling others to act, and modeling the way are grouped together because of their similarities. One reason why Coach Johnson experienced success was because of his ability to get others to buy into what he was trying to do. He did this by creating a shared vision, enabling others to act, and modeling the way. He was able to get many people to buy into what he was doing because of what he focused on. He cared about making better people, teaching life lessons, and helping others achieve success and not just telling others the right way to do things but to do them himself as well. Christian recalls:

I remember when I first got the job at Emory and I was moving in my apartment, and here comes Coach J and Mrs. J. We talked for a few minutes and then I went on moving in. Well the next thing I noticed I saw Coach J with a mattress on his back carrying up the stairs yelling at me, “Where do you want this?” I just remember thinking wow, not many 300 plus win coaches in the country are going to carry a mattress for their 21-year-old assistants. But that’s how coach J was, the little things are big things and people appreciate when you go just a bit farther than expected. (personal communication, October 12, 2012)

In any program the *Xs* and *Os* can be questioned and second guessed. This was no different for Coach Johnson. For Coach Johnson there was more emphasis on the person than the *Xs* and *Os* and the content Coach Johnson was teaching was doing the right thing. Coach Johnson would not focus on a missed shot but rather not hustling or working hard. This focus allowed so many people to understand and buy into the program. Vannoy (personal communication, November 1, 2012) said, “Do I agree with everything he ever said, or did? No way, that would be impossible. But the framework, the desire, the knowledge, and the people skills... those things will always be a great part of my life.” It is not necessarily agreeing with everything but agreeing with the big picture that made Coach Johnson so successful. Dr. Barfield (personal communication, September 24, 2012) said that Coach Johnson’s leadership “was based on honesty, challenging everyone to reach their full potential, and discipline” and how “He taught how to live up to responsibilities, to hold yourself to a high standard, and to live your life in a way that you put the needs of others before the needs of yourself.” Others could agree with what Coach Johnson was teaching. As Leigh Johnson described some of the things he taught, it is easy to see why so many people shared his vision.

He expected them to surrender themselves to the team - to each other. He expected them to do what he asked of them and to hold each other accountable. He really wanted them to lead each other. He wanted them to work hard and to believe in what they were doing. He wanted them to be on time, dress appropriately, go to class, do their homework, say “yes/no ma’am/sir,” be respectful of themselves, their families and teachers, and themselves. I think he believed that if you did those things, you would get out of the program what you put into it, and you would be the one who benefitted down the line; your friends, spouse, children would also benefit. All you had to do was what was asked

of you and you had to believe it could work. All he asked was that you give your best. He just often saw that what we think is our *best* isn't really, and he thought he could get that little extra out of people. (personal communication, October 15, 2012)

One of many examples of how Coach Johnson saw that people's best is sometimes a little extra than what a person may think is a conversation he had with former player Justin Call. Call related:

He told me the things I needed to work on and then made the comment if I worked hard at it then I could be an All-American. I never thought of myself as that caliber of a player, but he made me believe it and pushed me to work that hard. (personal communication, November 2, 2012)

Call went on to win National Player of the Year his senior year.

Coach Johnson was able to communicate to everyone and leave little doubt about what he was expecting. Every aspect may not be agreed with, but the clarity in his vision through his directness made a clear vision. The clear vision made it easier to share. Call said, "The biggest thing with his personality was that he was so honest to everyone. He told things the way they were and the way they should be. You always knew where you stood with Coach" (personal communication, November 2, 2012). Christian added to this by describing Coach Johnson's leadership style, saying:

He had a very direct leadership style that allowed for each person in our program to always know exactly where they stood. This allowed him to coach our team to a high level every day and did not leave room for our players to question just how good or bad they were on that day. He would let you know exactly what he thought with the hopes that you would take it in and come back as a better player. (personal communication, October 12, 2012)

Another reason Coach Johnson was able to create a shared vision was his ability to enable others to act. While he was set on certain things, he was always open to doing things differently and for new ideas, as long as it fit his style and fulfilled the purpose he wanted. Davis had a meaningful experience when coaching with Coach Johnson that revealed his openness to enabling others. Davis recalled:

I remember vividly a conversation we were having in his office about a player and a situation with him traveling with the team on an overseas trip. The player he was planning on bringing hadn't been on the team the previous year. In order to take him he was going to have to leave someone who had been in the program. I stated my case as to why he couldn't do it. He didn't like what I was saying, but he listened with an open mind and ended up agreeing with my assessment of the situation. This was an invaluable lesson for me as a young coach. Someone as good and respected as he was would listen to a 1st-year assistant with an open mind. It was eye opening. (personal communication, September 26, 2012)

Davis also mentioned that this type of experience and allowance for enabling others to act is one reason so many assistants have gone on to be successful after working with Coach Johnson.

Davis noted:

One thing that you should notice is the success that all of his former assistant coaches have had in their careers. This isn't a coincidence. He gave you responsibility. He taught you; developed you to be good at your job. He gave you guidance in getting the job done without micro managing you. He held you to a high standard. And because of the person he was you woke up every morning and went to bed every night not wanting to disappoint him. (personal communication, September 26, 2012)

Coach Johnson did not just enable his assistants to act but also enabled everyone, including his students and players. Luton (personal communication, August 18, 2012) related how, "Coach Johnson always said that his goal for the team was to walk into practice and sit on the bleachers and watch them go through the practice. Just have it being led by the players." Coach Johnson enabled his players to act in many different ways. The presence and respect he had impacted other players. The players often held each other accountable and made sure new incoming players understood how things were done. Hart told how:

It's interesting because it's kind of like he was passed down from one class, to the next class, to the next class. It's not like he came in here and sat down from day one and said this is how I coach, this is what I do, this is how everything is going to go. You picked up the vibe your freshman year from the older guys and down the line it just continued. (personal communication, August 18, 2012)

As Mrs. Johnson said, Coach Johnson was,

Consistent and fair and he wouldn't just say that's how we do it. He would sit down and explain this is why we do this and this is why we do that. He was never a "we can't talk

about it, this is my rule.” If you have a better way talk to me about it, I may not go there but I’m open to hearing. (personal communication, August 1, 2012)

Hart also experienced Coach’s strong views and openness to other ideas. Hart said:

He was very much open to change. He just wanted the best for each season and whatever your roles were with whoever was on the team. He was bold to what he believed but at the same time he was accepting to change. (personal communication, August 18, 2012)

Coach Johnson was able to lead by helping others become leaders. This in turn allowed him to enable others to act. Casey Johnson said:

To lead you get people to do what you want them to do and get them to be successful doing it. To make them better and what I think he instilled was leadership and the rest of us. How many guys have gone on to be coaches or successful in anything because of what he taught us? I think we are carrying his message out into the world. He was a great leader because he lifted us. He didn’t just talk the talk he walked the walk and he taught others how to lead and influenced them to become leaders themselves. (personal communication, August 24, 2012)

Finally, Coach Johnson created a shared vision by modeling the way. He was the same person as he was coach and teacher. The consistency he showed allowed others to see he was doing the same thing he was asking and expecting others to do. This provided a successful model for others to see and buy into. People saw Coach Johnson being the same person, and saw what Dr. Barfield described:

The consistency of his character was unique. He was so comfortable in his own skin with his own decisions. His decisions were always so steady, he always acted in what he thought was in the best interest of his players and students. (personal communication, September 24, 2012)

Hart described how the consistency of the person and coach affected others by saying:

I don’t have a specific story but there were several instances where you can see him and his character in a lot of different capacities. Honestly, his basketball character being stern leader that he was was one thing but we got to see him a lot at his house for meals, for holidays, and you got to see. And it was sort of inspiring that he was the same guy and very consistent but at the same time he was very much a family guy and had a great relationship with his wife. When you actually see people actually doing what they’re teaching you that is pretty cool to always be around. After he got sick it was pretty inspirational when he would come around and occasionally give us a speech, not necessarily a pregame speech, but he did come back that year and talked several times.

And I think you could've heard a pin drop in that room. I don't think there was ever so much attention to somebody speaking. And he spoke in that locker room for 30 years prior to that. So it was cool to see him in different capacities inside and outside of the office. He was always a pleasant person to talk to, be around, and it was neat to see every aspect of his life at different points. (personal communication, August 18, 2012)

Hart also described how this has influenced him. He described an occasion where he had an opportunity to go back and talk to the basketball team after he graduated. He told the team that,

Everything we learned in that locker room I use 90% of every single day working as a teacher and as a coach. Every single day. And it goes back to what I learned from Coach Johnson. There's not a single day that goes by that I don't either point out to myself how I know what I have to do and I know where I got that from. And I'm in the same field - in an educational field - but it's the same with people in other fields whether business or any field that you're in, the same thing happens to everyone. Taking everything that we learned from the locker room from him and using it to succeed out in the real world. (personal communication, August 18, 2012)

Coach Johnson found success through creating a shared vision by enabling others to act and modeling the way. To do this he was bold in his beliefs but he was also open to different ways to do something. He was always learning and thinking outside of the box to try and help accomplish his goals. Mrs. Johnson summed up how Coach Johnson embodied these qualities, saying:

You work hard to make relationship work and work hard to make teams work and I think he showed there's a lot of compromise to him. I promise you don't survive a marriage if you don't do that. The only other thing he led by example it wasn't "do as he says not as I do, but I believe in what I'm doing." (personal communication, August 1, 2012)

Encouraging the Heart

Coach Johnson was a passionate person. He enjoyed leading and helping others. Lineburg described him this way:

Coach never stopped exploring leadership. He was an avid reader with an incredible thirst for learning. He is one of the smartest men I have ever been around. He loved coaching and loved E&H but Coach Johnson could have been a CEO, a doctor, a lawyer, hell, the Governor. He just had a unique skill set and personality that made you want to follow him. He was enthusiastic about life! I always admired his tremendous enthusiasm for teaching his Western Civilization Class! He didn't do anything half-ass. It was full speed

ahead and it was contagious to all around him. (personal communication, September 20, 2012)

The enthusiasm and passion Coach Johnson had inspired others as he put everything he had into his work. Dr. Barfield said,

Bob reinforced the importance of leading through your own personal characteristics. Bob was true to his beliefs and he was a fighter over issues he felt were important. That's how he led - passion based on his beliefs. He was successful because his beliefs weren't shaped by others over time. I think good leaders take their own strengths and simply maximize their effect. Bob was an excellent example of maximizing strengths to affect others. (personal communication, September 24, 2012)

By staying true to his beliefs, Coach Johnson was able to focus on bigger issues than just winning and losing games. Coach was concerned with doing the right things and helping others. Call remembered having a conversation with Coach Johnson shortly after graduating about how his team was doing.

My team that I coached was struggling with little talent and we weren't winning and I was frustrated and down. He just asked me why I was coaching. He knew I had lost perspective and was looking at the results and not the process. I try to make sure I'm not worried about the wins and losses now that I'm just working to make the kids I have better players and people. The wins will take care of themselves. (personal communication, November 2, 2012)

This was the perspective Coach Johnson had on coaching. Christian shared some insight on his experiences with Coach Johnson with this perspective.

Coach Johnson was a teacher by trade and therefore he was committed to helping all those around him to learn about themselves and the people around them. He wanted everyone to get outside of themselves and to see that we are all a part of something much larger. That you attitude that day not only affects you but also affects the person beside you. (personal communication, October 12, 2012)

Christian also said,

He wanted his players to value each day and to value the time that they had with one another. These were his biggest values that he wanted our program to embody. He knew that if we did those things, most things would take care of themselves. (personal communication, October 12, 2012)

It was doing what he believed was in the best interest of his team or class that showed others that Coach Johnson's caring was not just about their performance. Leigh Johnson pointed out:

Probably most D3 coaches believe in the players, believe in investing in their team, because it's just not a particularly high-profile or high-paying profession enough such that winning is the ultimate goal. But I think he invested probably more than most. He wanted the players to feel like they were part of our family. (personal communication, October 15, 2012)

Many of Coach Johnson's players and students felt a sincere connection. Luton shared the sentiment of coaches caring about players on and off the floor, but at the same time experiencing what felt like a little more with Coach Johnson. Luton explained:

The main difference that I saw between Coach Johnson and the other coaches in the league was that I really felt he was coaching the whole person. It wasn't just about basketball. And I can't speak solely on the other coaches because I don't know their background and I'm sure those guys are really good coaches and get the best out of their players on and off the floor too. But I think that that was really almost more important than winning games. Molding men in his program was a huge difference for me. I see guys that would do anything for Coach Johnson. Guys would be willing to check in the game and go in and only set ball screens for somebody else, people just want to do things for him; they didn't want to disappoint him. And I think nowadays coaching is totally different. Now players disappoint their coaches all the time on the floor; it's almost routine. That's a tough question. I just think he was all about the whole person on the floor and off the floor and a lot of coaches nowadays it's all about winning, not so much emphasis on developing the kids. (personal communication, August 18, 2012)

Coach Johnson was loyal to his family, players, students, and those he knew. What he stood for made others push themselves. Mrs. Johnson related a quote at his service about a former player who, when asked if he was afraid of coach, proclaimed no, we were afraid to fail, we were afraid to disappoint him. Coach Moir continued by saying:

Bob is a very loyal person and I think I am too (plays audio of Coach Johnson calling recommending a former player), he was loyal to his kids he was loyal to Emory he was as loyal to Sherry and his family, I think he made me feel good about what I do for a living. For one, I think he did it so well, I know for a fact Bob could coach at a lot of places and done very well. His style would've fit division one very well and he had all the ability to do that. He was a hell of a coach, and that is more than just winning and losing games. (personal communication, August 25, 2012)

One of the most noticeable aspects of encouraging the heart with Coach Johnson was how close and how important of a role his family played throughout his career. They would travel on road trips together with the team, be at every game, and knew the players. Leigh Johnson remembered how,

We were really involved, went to every game growing up. We talked about the team and the season almost every night at dinner during the season. I have no idea if he took our advice or what he thought of our opinions, but it was certainly a topic of discussion. He also had a chance to go a couple of other jobs, and while those conversations were between him and my mom, I think they chose to stay a couple of times because they didn't want to pull us out of high school and make us move somewhere. He and my mom were very much partners. (personal communication, October 15, 2012)

Having his family be part of the program was important to him and so was being involved in their lives. Mrs. Johnson related:

Bob was an outstanding baseball player but Bob's parents at that time were so involved with Army commitments they didn't get to see any of Bob's games growing up. I think this is one reason why Bob made sure to never miss any of Casey's and Leigh's games. (personal communication, August 1, 2012)

At the end of Coach Johnson's life, he faced cancer head on. He demonstrated strength and courage throughout this fight. It was his second battle with the disease and he never let it affect his profession. He worked until the end staying on as Head Coach before having to give up the position and move to full time Athletic Director.

I think many of us when he was diagnosed with cancer would have just hidden under the covers. It was a death sentence. Going to Houston he was in several clinical trials, which are the last resort when they know that current medications aren't going to touch the problem. He was so strong, so much stronger than I was. They gave him this rock and he carried it with him every day. He worked to the very end. His only concern was that we would be okay. We were all very close knit. I talk to you about how we revolved around basketball but he was the rock in our family. He never gave up, and I stayed in denial and I thought he'd beat it as if anybody could he could. He just had amazing courage. He was intelligent, tough as hell, fun to be around, and just the greatest individual I ever met. (Mrs. Johnson, personal communication, August 1, 2012)

In every sense of the words, Coach Johnson embodied the courage, character, and commitment that were so largely displayed in the locker room.

Summary

How was Coach Johnson able to lead effectively in his 27-year career at Emory and Henry College? The discussion in this chapter looked to answer that question by addressing the five research questions:

1. What was his leadership style?
2. What type of person was he?
3. What type of coach was he?
4. What are the interviewees' perceptions of how he influenced their lives?
5. What are the interviewees' perceptions of his life and work?

During this process, this chapter also looked at the five leadership behaviors outlined by Kouzes and Posner (1997), which include: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Analysis of data from the interview transcriptions showed that Coach Johnson was able to effectively use these leadership behaviors, which helped him succeed and impact many people on and off the court.

Coach Johnson's leadership was largely influenced by his military background. He was disciplined and focused. He was intense but still open-minded and thought outside-the-box. He was loyal and bold in his beliefs. Coach Johnson had a great passion in what he did; motivating, teaching, and developing people. His enthusiasm helped him overcome obstacles along the way and helped build a strong foundation for the culture of a program that started out in disarray.

Mrs. Johnson said:

I think that the 1st years were struggle, when I say nobody knew where the basketballs were - nobody knew where the basketballs were. And there might've been maybe three. I think it took a while to gain any kind of stature; this is a really well-respected league. I think he made his presence felt early and I think he was the most well respected coach in the league. The coach of the year award is named after him. People would come up to me and say I've never seen kids play harder. (personal communication, August 1, 2012)

Coach Johnson saw basketball as an opportunity to teach life lessons through the sport. He was always interested in learning and believed in players needing to be successful on and off the court. He demanded doing the work in the classroom just as hard as he would do the work on the court. He emphasized doing things the right way. His influence and impact was felt by students, players, coaches, opponents, the Old Dominion Athletic Conference, Emory and Henry College, the community, and many others.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

This study considered the following five research questions concerning the life of Coach Bob Johnson:

1. What was his leadership style?
2. What type of person was he?
3. What type of coach was he?
4. What are the interviewees' perceptions of how he influenced their lives?
5. What are the interviewees' perceptions of his life and work?

It was determined that the leadership and influence of Coach Johnson was strong enough for this study to help provide insight and guidance to others and also answer more general questions. This chapter presents a summary of the conclusions drawn from the findings while also presenting implications and recommendations for further research. The findings are presented in a question-by-question format.

Research Question 1: What Was His Leadership Style?

“Leaders breathe life into the hopes and dreams of others and enable them to see the exciting possibilities that the future holds” (Kouzes & Posner, 1995, p. 11). Findings from this study showed that Coach Johnson possessed several important leadership characteristics. His main approach was largely based on his military background but his leadership style was certainly not limited to a militaristic approach. Coach Johnson showed characteristics including focused, intense, open minded, confident, disciplinarian, fair, bold in his beliefs, accountable,

and thinking outside the box. Other leadership characteristics from the data analysis that factored into Coach Johnson's success included his ability to motivate and teach others, his attention to detail, emphasis on the importance of preparation, a need to continue to learn, attention to developing people, and an ability to lead by example.

Russo related his experience of becoming the head coach after Coach Johnson. He explained the leadership and lessons he learned from Coach Johnson.

It was an honor to take over for Coach Johnson. I also knew that it would come with its fair share of challenges. The community and basketball world had associated Emory & Henry Basketball with Bob Johnson for the past 30 years. He knew that I would stub my toe multiple times as a 26 year old head coach and I was very fortunate to share an office next to him during my first years. We would take walks on the golf course with our dogs early in the morning where I would just listen to him speak. I cherished those conversations. I understand more and more each day the meaning behind those talks. "If leadership was easy, everyone could do it." He was right; it takes courage to hold people accountable and to do the right thing even if it results in short term negative outcomes. I reflect on our conversations often. Like all the others that played for coach, we realize that his lessons guide our decisions and behaviors every day of our lives. This was his gift to us. (personal communication, November 14, 2012)

These leadership characteristics are compatible with the leadership behaviors presented by Kouzes and Posner (1995) identified in Chapter 4 and also the three core leadership practices for leadership in an educational setting presented by Leithwood et al. (2003) identified in Chapter 1.

Research Question 2: What Type of Person Was He?

Kouzes and Posner (1995, p. 13) wrote, "Leaders model the way through personal example and dedicated execution" and "To model effectively, leaders must first be clear about their guiding principles. Leaders' deeds are far more important than their words and must be consistent with them." Coach Johnson modeled his coaching and leadership styles through the person he was. He was tough and intense but also loyal and caring. He had a passion for life including enthusiasm in basketball and in the classroom. Coach Johnson was genuine,

straightforward, and honest. His experiences shaped who he was and Mrs. Johnson spoke about how,

His character was formed early from all the experiences we've talked about. I just don't see him changing. I think he would've found another job if he felt he had to compromise himself. I don't think you would ever compromise his principles. (personal communication, August 1, 2012)

As mentioned previously, Casey Johnson said that,

His daily goal was to be the best person he could be. If you didn't do a good job that day, then the next day was to be better. He really had a great sense of humor I think even inside of the basketball program he could keep the guys loose with a sense of humor. I think he was just a really good person and he was willing to give guys chances. I think that one reason he was able to get people to do what he wanted to do was because they knew he would do the exact same thing he lived the same life. He wasn't saying one thing and doing the other. He was living just like he was asking you to live. He was the best friend that you can have, he would do anything he could to help you. I've messed up a few times but he was always there for me always supporting me because family is more important than anything and he considers all the guys that play for him part of his family. (personal communication, August 24, 2012)

It is clear that Coach Johnson was a man of strong convictions. He was willing to stand up for what he believed but he also enjoyed debate and was open to new ideas, especially if they fit in with his core principles. He was tough but fair and perhaps most importantly he was the person he expected others to be. Coach Johnson did not just speak about doing things a certain way, he lived his life doing the things the way he taught. He was clear about his principles, holding high expectations of himself and others, and he modeled the way he thought people should live. Kouzes and Posner (1995, p. 13) state, "Leaders go first. They set an example and build commitment through simple daily acts that create progress and momentum" and "Leaders model the way through personal example and dedicated execution." Coach Johnson certainly lived this way.

Research Question 3: What Type of Coach Was He?

Coach Johnson had a successful career. He coached at Emory and Henry College for 27 years where he led multiple teams to the NCAA tournament, developed All-American players, received numerous awards and recognitions, and accomplished much - on and off the court.

Coach Johnson was the same as a person as he was as a coach. He was disciplined, fair, tough, intense, a great motivator, and an outside-the-box thinker. Coach Johnson saw coaching basketball as an opportunity to also teach life lessons. Scott related:

Coach was a no nonsense coach. Show up early. If you arrive on time you are late. We kept a notebook of quotes. We had classroom before practice. We did tours when we had time on a trip. Basketball was more than a game and he taught us life lessons as well as the game. He stressed mind over matter and you were in better shape than your opponent. We practiced in such heat that other teams would be whipped by middle of the second half. (personal communication, October 14, 2012)

Russo adds this story about his ability to teach simple life lessons, recalling the first time they met after a high school game:

I was a 3 year player for Coach Johnson and was his starting point guard for all 3 years. Our relationship began as he was the first college coach to come to my high school for a practice. I remember him sitting in the top row of the bleachers, with a stern look on his face, like it was yesterday. At that time, I was unfamiliar with the recruiting process and in my young arrogant mind, I believed that a college coach was there to impress me and to sell me on their college. The initial handshake was firm and the introduction was not warm but very businesslike. I thought this a little bit awkward and as we walked back to my high school coach's office there was not much conversation. As we continued walking we passed an elderly woman moving a table. As I walked past her I felt a strong tap on my shoulder and heard something I would never forget, "Son, are you going to watch her move that table or are you going to help her?" (personal communication, November 14, 2012)

Kouzes and Posner (1995, p. 11) said, "Leaders communicate their passion through vivid language and expressive style." Coach Johnson's passion in what he did allowed him to get the most out of every day. He was not afraid to express himself and this, combined with his passion, allowed for clear communication, whether with his players, students, coaches, or anyone else.

Bennis (1989) described that leaders are able to lift and enable others through teaching and

mentoring. Bass (1990) added that motivation can help lift people to perform at higher levels. Coach Johnson practiced and demonstrated these concepts through his work throughout his 27-year career.

Research Question 4: What Are the Interviewees' Perceptions of How He Influenced Their Lives?

Kouzes and Posner (1995) wrote, “The key that unlocks the door to opportunity is learning” (p. 10). Coach Johnson was constantly learning and teaching others. Players, students, colleagues, and others learned life lessons in much of what Coach Johnson taught. He taught about the importance of accountability by being a man who made no excuses. People learned the importance of doing the right things and the importance of preparation. Call stated:

I think the biggest thing I noticed is that Coach truly prepared students and players for life. Most coaches today are only concerned with wins and losses and will often compromise integrity to get those wins. Coach taught things when needed in everyday life using basketball as the vehicle. (personal communication, November 2, 2012)

For some, the lessons and leadership from Coach Johnson were understood right away. Whereas, for others the lessons were better understood once they had moved on. Casey Johnson said, “Once I got to be out of college I started to understand all the things that he was doing” (personal communication, August 24, 2012). He added:

I think you mature and you learn as you get older. You learned from your mistakes and you see how you might have butted heads as a player but when I became a coach I began to see what he was seeing and I understood and I understand now what he was expecting of us, which is a reason why I think I am a much better coach than I was a player. (personal communication, August 24, 2012)

Leaders have a desire to make something happen, to change the way things are, and to create something that no one else has created (Kouzes & Posner, 1995). Coach Johnson had a desire to make things happen, change the way things are, and to push people to reach higher limits than they may have thought possible. He did this through teaching and mentoring. His

focus was on character, believing that developing good people would translate to success in other aspects as well. This is a reason why others have learned many life lessons they can use today from Coach Johnson.

Research Question 5: What Are the Interviewees' Perceptions of His Life and Work?

Kouzes and Posner (1995, pp. 10-11) stated, "Leaders are pioneers, people who are willing to step out into the unknown. They're willing to take risks, to innovate and experiment in order to find new and better ways of doing things." Coach Johnson was seen as a leader who was not afraid to try things differently, evidenced by switching his style to include a fast-paced offense that was very unconventional toward the end of his career. Outsiders may not have liked or understood this style completely, but his players believed in it and saw some success building as they continued it. The respect Coach Johnson received was far reaching. Even if some did not understand all of the decisions Coach Johnson made, the respect shown to him would allow Coach Johnson the benefit of the doubt.

Playing for Coach Johnson may not have been for everybody. Coach Johnson could be intimidating and tough. Coach Moir stated:

Playing for the Wasps wasn't for everyone. He demanded a commitment without compromise. One that was probably unacceptable to many college age youngsters. It is easy to stay committed when you are winning. Right or wrong, Bob would not bend his lessons to fit a situation. You were either in or you were out. Win or lose - this is the way things are done. (personal communication, August 25, 2012)

But for those who played under Coach Johnson, those who knew him benefited from his knowledge and lessons. Moir continued by saying:

I was positively affected and am a better coach and person from my relationship with Bob. Through our relationship he challenged me, piquing my interest to continue learning and to better myself. His presence in my life improved me, thus improving those around me. Hell, we were adversaries and competitors. Never could I have imagined having this much respect for a man on the other sideline. I am envious of those Bob coached and taught on a daily basis. This is the legacy a great teacher leaves behind. Inspiring you to

learn, and leaving you hungry and eager for more. (personal communication, August 25, 2012)

The common perceptions were that Coach Johnson was someone who could be intimidating at times. He was tough, respected, and fair. He was also passionate, focused, and dedicated. Coach Johnson was loyal and not afraid to do things differently. He wanted to help and teach others. Scott said:

I feel he is a role model but he was human. I took away qualities that I felt pertain to my life and have used them. For instance, treat people with respect but stand up for what you believe in, even if it isn't popular. See your project to the end. Just be real. Coach was not into a lot of razzle dazzle. Understand, coach was Emory, and Emory and Henry was him. It was a place where he raised his family, a family that took precedence over all things. Coach believed in hard work and I think the hard working folks around Emory could relate to that. (personal communication, October 14, 2012)

Conclusions

The purpose of this study was to learn about the life of Coach Johnson in terms of leadership. This study examined his life and career to find his impact and influence on others at Emory and Henry College. The results show that over the course of Coach Johnson's career, he was able to lead and have a meaningful impact on not only his players but also his students, colleagues, opponents, and peers. The study also provides insight on the man he was and why he was able to motivate and develop others.

Coach Johnson began his journey greatly influenced by the military. With a four star general father and becoming a ranger in Vietnam, Coach Johnson was able to develop many leadership characteristics that served him well in coaching. His style and approach may have changed over the years, but his philosophy and principles were unwavering. With this leadership, Coach Johnson was able to turn a program that started with very little into a program that earned numerous honors and recognition. Coach Johnson's success was not only seen in these

accomplishments but in helping people be successful after their time at Emory and Henry College.

Throughout Coach Johnson's career he demonstrated the five leadership behaviors developed by Kouzes and Posner (1997), which are challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. He also demonstrated the three core leadership practices for successful leadership in educational settings presented by Leithwood et al. (2003), which are setting directions, developing people, and developing the organization. Coach Johnson's commitment and passion in his work helped fuel the respect he had at Emory and Henry College and throughout the Old Dominion Athletic Conference.

Williams (2002) identified several qualities important to the success of coaches, stating that,

Critical to the success of coaches are leadership qualities such as: good interpersonal skills, good communication skills, respect for the game and the players, being a teacher, being committed to the development of the total student, and serving as a role model and mentor for future coaches and players interested in pursuing a career in intercollegiate athletics. (p.183)

Coach Johnson's work ethic and enthusiasm in his profession were evidenced by his success on and off the court and shown in the longevity of his career - a career he never wanted to end. Mrs. Johnson related about his cancer diagnosis and having to move on while also reflecting on his career:

He walked into my classroom, I was teaching, and he said they found a tumor on my kidney but it's totally encapsulated so they think they should be able to remove it. But a cancer diagnosis is always devastating. He had it removed and the doctors found everything was successful. Many years passed and he didn't even have to continue checkups so many years passed.

He was taking medication for high blood pressure and for one of his tests for that it showed back up on a blood test. So we all went down to a surgeon and he showed us that it was spread throughout the kidney. You can't remove it surgically and so we just started from one medication to another. He worked throughout this time.

He loved what he was doing; he was committed to the teams. The reason why he gave up the team that last year was that we had to move to Houston. That was the year he was sure he could have won the ODAC. That was a year he gave up his coaching because we had to move to Houston and it just killed him.

I think that took a lot of the joy out of his life. He never wanted to be an administrator, he hated administrators. But the athletic director job kept him involved and he wanted to keep working. Working was not a distraction but you can't dwell on your problems when you have everyone else's problems to worry about. So I think he felt a certain sense of fulfillment in the athletic director's position although it was a very frustrating experience as well, because the president had to approve all decisions even though he knew what had to be done.

He worked until the very end until the point where he would call from campus and tell me he didn't know where he was. He loved the college. He loved all of you guys. He loved his family. We were married for 36 years. He had a great life. (personal communication, August 1, 2012)

Implications for Further Practice and Recommendations for Further Research

This study related the leadership and career of Coach Bob Johnson at Emory and Henry College. The findings provide insight on how leadership can affect others specifically through athletics and in the classroom. Further examination of this research would provide data on the state of leadership for others. The leadership characteristics, models, mentors, facing and overcoming obstacles, and effects of leadership and coaching should be examined in different ways and situations for a more in-depth understanding of this phenomenon. Further research allows for greater understanding of leadership and coaching at various levels. This study provides answers for coaches in a variety of roles and provides leadership values, methods, and career analysis for a broad range of coaches.

After examining available resources and interviewing with a number of people, there is still much more to learn about Coach Johnson. This study provides a model for college coaches and leaders. While the findings provide insight on Coach Johnson's success, additional research on Coach Johnson and other coaches who shared similar experiences may provide further insight

on the leadership and impact coaches can have. Timbs (2003) wrote about how educational biographies can inspire and motivate the reader:

Each person has a story to tell, and those stories are unique. From that uniqueness, though, come the truest indications of who we are as people and as learners. When this uniqueness spans a lifetime, the lessons are numerous and invaluable. (p. 163)

Additional research can expand to include more participants and different types of participants to provide a more in-depth perception and understanding. Additional research can also expand to include different topics and issues that face coaches today in intercollegiate sports. Conducting further research on different coaches at various schools can provide further insight to the phenomenon of the influence and impact a leader can have.

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APPENDICES

APPENDIX A

Personal Communications

- Barfield, Dr. J.P. (2012, September 24). *Interview via e-mail*. [E-mail document – 2,120 words]. Dr. Barfield was Athletic Director at Emory and Henry College and a friend and colleague in the Physical Education department with Coach Johnson.
- Call, Justin. (2012, November 2). *Interview via e-mail*. [E-mail document – 2,159 words]. Justin Call played under Coach Johnson for three years at Emory and Henry College.
- Cartolaro, Mike. (2012, October 8). *Interview via e-mail*. [E-mail document – 970 words]. Mike Cartolaro played and coached under Coach Johnson at Emory and Henry College.
- Christian, Jamion. (2012, October 12). *Interview via e-mail*. [E-mail document – 1,511 words]. Jamion Christian was an assistant coach under Coach Johnson for two years.
- Davis, Nathan. (2012, September 26). *Interview via e-mail*. [E-mail document – 1,351 words]. Nathan Davis played and currently coaches at Randolph Macon College, a conference (Old Dominion Athletic Conference) opponent with Emory and Henry College. Davis played against Coach Johnson's teams and also served as an assistant under Coach Johnson for a year.
- Dean, Kirby. (2012, October 9). *E-mail communication*. [E-mail document – 1,508 words]. Kirby Dean played and currently coaches at Eastern Mennonite College, another ODAC school with Emory and Henry College and Coach Johnson.
- Hart, Andrew. (2012, August 18). *Interview in Andrew Hart's home*. [Audio recorded – 73 minutes]. Transcribed by Daniel Cantone. Andrew Hart played at Emory and Henry College under Coach Johnson.
- Johnson, Casey. (2012, August 24). *Interview in Casey Johnson's home*. [Audio recorded – 91 minutes]. Transcribed by Daniel Cantone. Casey was Coach Johnson's son who also played for and coached with his father at Emory and Henry College.
- Johnson, Leigh. (2012, October 15). *Interview via e-mail*. [E-mail document – 3,122 words]. Leigh Johnson was Coach Johnson's daughter.
- Johnson, (Mrs.) Sherry. (2012, August 1). *Interview in Mrs. Johnson's home*. [Audio recorded – 96 minutes]. Transcribed by Daniel Cantone. Mrs. Johnson was married to Coach Johnson and was a part of the program.

- Lineburg, Robert. (2012, September 20). *Interview via-email*. [E-mail document – 2,013 words]. Robert Lineburg coached with Coach Johnson for two years and is currently the Athletic Director at Radford University.
- Luton, Hank. (2012, August 18). *Interview in Hank Luton's home*. [Audio recorded – 75 minutes]. Transcribed by Daniel Cantone. Hank Luton played three years at Emory and Henry College under Coach Johnson.
- Moir, Page. (2012, August 25). *Interview in Roanoke Men's Basketball Office*. [Audio recorded – 84 minutes]. Transcribed by Daniel Cantone. Page Moir coaches at ODAC opponent Roanoke College and coached against Coach Johnson.
- Russo, Paul. (2012, November 14). *Interview via e-mail*. [E-mail document – 1,613 words]. Paul Russo played under and coached each for three years under Coach Johnson and stepped in and replaced Coach Johnson and is currently Head Coach at Emory and Henry College after Coach Johnson had to step down due to illness.
- Scott, Eric. (2012, October 14). *E-mail communication*. [E-mail document – 624 words]. Eric Scott played four years under Coach Johnson.
- Vannoy, Greg. (2012, November 1). *Interview via e-mail*. [E-mail document – 3,174 words]. Greg Vannoy was a student manager for Coach Johnson.

APPENDIX B

Mrs. Sherry Johnson Interview

(Personal Communication, August 1, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Mrs. Sherry Johnson

Interviewer: *Can you start off with any information of him growing up, with his family, and getting into the military?*

Interviewee: His dad was from North Dakota and became chief of staff of the Army during Vietnam and was probably the biggest influence on Bob's life in terms of character, strength, compassion, fairness, and all the good qualities. His dad was a prisoner of war and was in the Baton Death March in the Philippines and when he was released he met Bob's mother in San Francisco and Bob was conceived, a love child if there ever was one. He has two siblings, an older sister, Ellen, and an older brother, Johnny, both of whom he was very close with. Bob was an outstanding baseball player but Bob's parents at that time were so involved with Army commitments they didn't get to see any of Bob's games growing up. I think this is one reason why Bob made sure to never miss any of Casey's and Leigh's games.

They did move a lot. One funny story, they were living in Arlington Va. and Bob was in elementary school and they forgot to tell him that they were moving. So he gets home from school and the house is completely empty. Another funny story, they always lived on Army bases, he was walking home from baseball practice one day and his dad passed him in the car. His dad stopped and asked him 'Bobby what do you want to be when you grow up?' and he said 'I want to be a marine'. His father closed the car door and told him you better find a place to lay your hat because it will not be here. He did not care for the Marines or Special Forces. And I think that is one reason Bob became a Ranger, as his rebellion against his dad's authority. He respected his dad very much, but the ranger mentality suited him very much. I don't think his dad was very pleased with that choice.

Interviewer: *Do you think that was Bob wanting to create his own path for himself?*

Interviewee: Yes, I want to be like you but I want to be my own man

Interviewer: *What were the years you had a relationship with him?*

Interviewee: They were living in Kansas while he was in high school and transferred over to my high school in Arlington. His father had become Chief of Staff and the Chief of Staff has quarter's one in Fort Myers in Arlington. So Bob transferred into Wakefield high school his senior year. I was in junior. It was a difficult transition to make to transfer in your senior year. Teams are already picked, coaches have their favorites, only one year of eligibility, and I think it was tough. We dated that year and then he went off to West Point.

He was there for two years. He roomed next to Mike Kyshevski, who was ahead of him one year. He was there two years and one of his classmates was caught up in an honor code violation. The cadet honor code states 'a cadet will not lie, cheat, or steal nor tolerate those that do'. So because his classmate had spent vacation with Bob, you know a lot of kids can't go home over breaks, he was implicated in the cheating, as in he must have been aware of it, and Bob would say nothing. His father was Chief of Staff at the time and he called Bob and asked him if he did anything and Bob told him no but he said I can't go back if I ratted on a friend. It was a dilemma of the honor code. So he left West Point and he was furious and thought it was unfair. A lot of Bobs' father's contemporaries thought they were trying to make an example out of him because he was the Chief of Staff's son. So the greatest regret in his life is he did not graduate from West Point, but he went on to Dickenson College and was in the ROTC program and was determined to graduate the same year as his class in West Point. His father commissioned the class at West Point and then a week or two later commissioned the class at Dickerson. He was commissioned second lieutenant the same time as his classmates and that was important to him. He was a second lieutenant and went to Vietnam in 1968 and was a platoon commander. It was a life changing experience, no question.

He didn't agree, like his father, with President Johnson's tactics in Vietnam. His father visited Vietnam several times but Bob said you sleep under sheets and with starched uniforms, you have no idea what is going on at the front, forget who is telling you what, you don't understand it. Life altering experience, proud of his service, came back and would have liked to go to ranger school as an instructor but was medically retired by the Army. He spent almost a year at Walter Reid and was medically retired because of his knees from jumping out of helicopters.

So he and I reconnected at that point. He got a job in Maryland at severance school. It was a point of contention for us because I was a certified teacher but couldn't find a job because teaching was a deferment during Vietnam so a lot of men went into teaching and there were no jobs available. Bob got the job offer at the severance school which used to be the prep school for the naval academy. Actually, before that, his first job returning home, he got a job in DC at the boys club, which was in a neighborhood in Georgetown. And that experience inspired him to go into coaching. Every time I drove up there they were on the outdoor courts playing basketball.

At the severance school he lived on campus and taught history and P.E., he was a history major in undergrad, and he coached basketball, football, and lacrosse. He was coaching three sports, was the A.D., and taught history and P.E. He was young and energetic. We got married around that time in 1973 and he was having a football game that day. He rescheduled it for the Friday and the team was getting together before kickoff and said lets win this one for coaches wedding. Well the other team ran back the opening kickoff for a touchdown.

We got married that Saturday and spent our honeymoon at the Watergate in Washington. His car broke down about two blocks away and people were very helpful as our car was towed. My funniest story with that is as we checked in to our hotel room the bell hop asked if he can bring us a bottle of Champaign or wine and Bob told him a case of bud. So we had a case of bud to celebrate. He applied to graduate school and went to Springfield College. Because his undergraduate degree was in history he had to retake a lot of P.E. classes with freshman. We had a German Sheppard named Smokey who went

to every class with him. He had Smokey before we got married, and after we were married I opened a can food and he looked at me like I don't think so, because he and Bob would go to McDonald's and get an order of double cheeseburger and fries and this dog had never had dog food. Springfield was great, I was teaching 7th and 8th grade French and Spanish and he got his masters and his higher level, I'm forgetting the exact name for it.

Interviewer: *Was he all but dissertation?*

Interviewee: The problem was he did this and nobody ever and he never looked into the Ph.D. program, he just assumed it was too far down the road. If we just stayed in Springfield one more year he would have had his Ph.D. because he had met all of the on campus requirements. He never even discussed a thesis and it wasn't until years later when he talked to a friend in Springfield and they asked why he didn't stay. It was just one of the things where the advisor didn't mention it and now we had a child; Casey was born there in 1977. But that was regret, because it was so close. From Springfield he got a job from R.P.I., Rensselaer Polytechnic Institution, it's a huge engineering school in Troy New York. He got his first assistant coaching job in college. He was under coach Kalbaugh who was a great mentor and basketball genius. They had a great relationship, the type of relationship that he had with Casey or Jamion, just constant exchange.

Interviewer: *How did his philosophies or styles change over the years?*

Interviewee: His philosophy never wavered and never changed. He was a disciplinarian but he was fair and he was consistent. I think that accounts for a lot of his success with his players, the superstars did the same work as someone else. His philosophy never changed in the way he treated people and the expectations and the accountability he instilled in his players that I don't see today. He prided himself on molding young men, not making them because so many of them came from great families. But opening up their horizons by saying 'this is what's out there and this is the way you have to do it', doing it the right way, things that I don't see a lot of now either. Things like asking his players to sit in the front row and taking their hats off, to go to class every day, and treat others with respect. He wouldn't use things as punishment. Early morning practices were used to make teams tougher, in fact some other coaches would recruit by saying you don't want to get up early and practice at 6 in the morning, but the teams here were up and together for breakfast and then on to class with the whole day ahead of them. He thought it was a way to strengthen them and I don't disagree. He was strongly committed to having his teams build chemistry not only on the court but off the court as well and that was a big part of it. Another part was bus trips. He wouldn't allow cell phones to be on or headphones. You were there with your teammates, if you were going to communicate it was going to be with each other, get to know your teammates. And room assignments, you weren't going to room with just your buddy. There was a method to his madness. For his philosophy I would say unwavering.

I think you can see the coaching style evolved. When he had really good players he could do what he wanted in terms of defense and offense. When he realized he couldn't compete in the post he went to the system. But it wasn't just a random decision. This was really researched. He spent a lot of time with the Coach of Grinnell. He went out and talked to him, sent his assistants out there and it wasn't the Grinnell system, he took the

system and fine-tuned it. His genius was keeping track of the substitutions. I've never seen anything like it. Other coaches didn't want to play against it and were uncomfortable; I was not comfortable with it when we went to it either. We went to it at Macon and I was the only one that did not know, both of my kids knew and I was shocked. It was a cold night in the hotel. But I came to love it; basketball is so slow to me now. He was able to take different talents and use them in that system. I think that's what good coaches do they use their players strengths. You can't have a philosophy of coaching or style and expect for all players to mold into that. At one point it was so far out of his comfort zone but he never would shut the door on anything. He never tired of talking basketball and trying to figure things out. How can we do this, can we do this differently type of things.

Interviewer: *What were some of the things he sought out with players (talent, character, etc.)?*

Interviewee: Like all coaches he was looking for talent. You gamble on some. We went to see this kid 15 times or so and he was ready to come here and Tusculum came in at the last minute and offered a full ride. He understood that money talks and that kids and parents may want to go but you have to be realistic. I think not being near a city was a huge drawback for kids. How he ever got some of the players he got down here I'll never know because our geographic location is such a negative I think. But he used it as a positive by saying 'good, you are here for school and here for basketball so no distractions you are good to go'. He embraced some of the disadvantages and made them a positive. His enthusiasm was contagious. He and Fred Selfe were two of the biggest fans of the college so he was able to sell the college genuinely. I don't know if that happens anymore with college recruiters. Bob was passionate about Emory and Henry. Recruiting is a tough game but he was always honest. It was never you will see major playing time, it was come on out here and let's see what you got, the best players will play. The reason he changed his style of play was because he wasn't getting the players in and he was bored.

Interviewer: *Does that have to do with the longevity of his career?*

Interviewee: It may well but I think he realized there were other ways to do it. He was comfortable enough in his tenure that he was able to do that. I don't know if a young coach could do that. He had been here so long that he wasn't afraid of getting fired and that may inhibit a lot of coaches from trying new things because there is a lot of pressure.

Interviewer: *What made him choose to coach at Emory and Henry College?*

Interviewee: He came down for an interview and called me and said I have good news and bad news. The good news is I'm taking you back to Virginia; the bad news is you are 6 hours from mommy. My mom was in Arlington and I looked at the map of Virginia and by god I was going to be 6 hours away from my mom. But he moved down while I had the house to sell and watch two kids, Leigh was born while we were in Albany.

One day we sold the house and Larry Bailes, who was the A.D., and football coach, Fred Selfe, and Bob drove up to Albany and the ground was frozen in January, I couldn't even get the for sale sign out of the ground. Fred Selfe vacuumed the house because I was crying so bad because I didn't want to leave Albany, I really liked Albany. But here is Fred Selfe, just a mountain of a man, he picks up one end of a piano and three other men pick up the other end, he was terrific. Bob had been living in Martin Brock. When he got

down here nobody even knew where the basketballs were. Casey recalls Bob saying when he got to Emory it was the worst job in the country but he would rather rule in hell than not rule at all. He fell in love with Emory, said that there was never a day that he felt he was going to work. That's something not a lot of us could stay, I would complain about teaching but he loved his job, loved the students, and loved the players.

At Emory, he interviewed for a couple other jobs. He interviewed for Emory University in Georgia. He came back from Emory University and took his name out of consideration because he could not stand the traffic. He then interviewed for Elon and UNC Asheville but those were times when our kids were in high school and Emory had a great assistance program for employees. Emory paid for Emory's tuition towards Dartmouth for Leigh and the rest she got was through grants and Casey went to Emory for free. So that kept him from pursuing anything but in his heart he didn't really want to be anywhere else. People expected him to move on but he was happy here.

Interviewer: *What influences did he have that motivated him to go into coaching?*

Interviewee: Don Myer was a huge influence. He was at Lipscome for years before they went Division I and then went to I want to say North Dakota State. He had an accident and lost his leg when they had in the hospital for that they found out he had cancer. Bob bought all his tapes and spent hours on the phone with him, went down to his house, sent his assistant coaches, he just thought that he had a good grasp of fastball knowledge. If there's one man who he respected in his profession it was Don Myer.

Interviewer: *You talked about him being a great baseball player did he play any other sports growing up?*

Interviewee: He played basketball, he ran track, he actually ran track at West Point, played basketball in high school, he got cut at West Point for the basketball team by Bob Knight. He got cut for throwing a behind the back pass. He grew up playing all sports.

Interviewer: *What are some of your perceptions of his work and perceptions from his family?*

Interviewee: I think he was so well respected. What people don't know is that not only did he coach basketball but he taught western tradition. He was one of the most well-read men I've met so he was respected in the athletic department but also on campus. And I don't think that's true anymore, I think there's a huge division between academics and athletics now. But he was able to bridge that gap. So he was respected. I think feared, but I go back to Jimmy Allen's quote at his service where he said people asked us if we were afraid of coach. We told them no, we were afraid to fail, we were afraid to disappoint him. So I think he had this exterior but I would say to you that he is one of the most intelligent men to walk this campus and he had the best sense of humor out of anybody I've ever known, and I think his kids can attest to that we laughed a lot

I think he influenced a lot of students he got a lot of letters from students saying his leadership class was one the best classes that they ever took it Emory and Henry. So I think he connected really well in the classroom. Discussions were lively, he used to speak to a class, and once a year they would talk about Vietnam. So there were two professors who were diabolically opposed in their assessment but it was a healthy discussion. So students, other coaches, he coached football for a long time, and I think when he became A.D. he was a great mentor to allow the young coaches, there's no question he and Fred

Selfe had a great relationship. I think he was able to instill a lot of his strong values on his students. Some students came in and had a lot of freedom and he was able to counsel them and that respect.

I think that kids can sense when you're genuine and when you're truly committed. His coaching was just an extension of his personality: intense, disciplined, and purposeful. I think he used sports as a medium to teach about life. You're going to have challenges and it is how you deal with those challenges. How you handle success but how you deal with setbacks as well.

Interviewer: *Was he more concerned about the development of his players or the records and outcomes?*

Interviewee: He didn't care about the records or outcomes. He was competitive and he wanted to win, but was he producing good citizens? We had a lot of bonding times with the teams so they weren't just players when they came in. They are up here for dinner, they're here for breaks, we all go out, and so he knew what was going on in each player's life beyond the court. He dealt with one kid who thought he had his girlfriend pregnant three times and finally said we need to sit down and have a talk about what's happening here. So they were able to confide in him about personal issues, I just think there was a comfort zone with his teams and he was so proud when it turned out to be, I don't know if successful is the right word but just outstanding citizens. He kept up with them all even kids outside of playing.

Interviewer: *Some coaches coach as a disciplinary and it's very my way and only my way do exactly what I tell you to do. Other coaches today you see a lot when they worry about just the relationship they have with their players in the sense of trying to be friends and only having good relationships with them. How did Coach Johnson balance those two so effectively?*

Interviewee: I think that is a great question because today I think you see coaches worried so much about the relationship because they worry about losing the kids and the kids are worried about losing playing time and that can create an unhealthy relationship. I think Bob's discipline was consistent and fair and he wasn't just say that's how we do it. He would sit down and explain this is why we do this this is why we do that. He was never a 'we can't talk about it this is my rule'. If you have a better way. talk to me about it, I may not go there but I'm open to hearing. He never fell into player pressure or parent pressure. He had one parent call about playing time and he called in this kid and told the player that is the last time I'm having this conversation with your parents about playing, if you have an issue about playing time come see me and we can talk about it, but I won't have that conversation with your parents again. I think that players have demanded so much of coaches of the team rather than the other way around. It disappoints me and it saddens me that coaches are willing to give up that position of authority.

Interviewer: *Do you think he be able to do that growing up in today's age?*

Interviewee: His character was formed early from all the experiences we've talked about I just don't see him changing. I think he would've found another job if he felt he had to compromise himself. I don't think he would ever compromise his principles and I think so many of these coaches do and I do not know how they live with themselves. Do I think

he can coach in today's day and age? I wish he were because I think that's exactly what players today need. I think a lot of them are happy to be held to a standard and that's what he always did, hold them to a standard.

Interviewer: *How much back and forth would you have about games and stuff that pertains with basketball and work?*

Interviewee: After every game. We did it before games we did it after games we did it during dinner during the week. We always talked about plays, certain times of the games, players, personnel, and clearly officiating. His team was the focal point of all us, Casey, Leigh, and me. It's always been that way. Very few men have a job that involves their spouse and family and his job was everything to us. Even when Leigh was off to college we would find weekends where we could all meet at because his team was the focal point of our lives

Interviewer: *Do you think that he had the same impact from when he first started to when he left? Did take time to build the respect to have the full impact or do you think that his impact was felt right away?*

Interviewee: I think that the first years were struggle, when I say nobody knew where the basketballs were nobody knew where the basketballs were. And there might've been maybe three. I think it took a while to gain any kind of stature; this is a really well-respected league. I think he made his presence felt early and I think he was the most well respected coach in the league. The coach of the year award is named after him. People would come up to me and say I've never seen kids play harder.

Interviewer: *Do you think that was his key to coaching*

Interviewee: Page Moir said in an article once in the Roanoke Times that if a team were ever the extension of their coach it was Emory and Henry and Bob Johnson.

Interviewer: *What were some of the other programs like when he came to Emory and Henry? You talked about how the basketball program was in shambles what were some of the other sports like?*

Interviewee: They were horrible football was horrible, Bob coached football and basketball, I think maybe women's tennis was good starting out but the main sports were awful. Nobody was coming to play basketball or football.

Interviewer: *Were there any other barriers or obstacles he faced?*

Interviewee: Not when he first came in. There was one incident where he was suspended we were at home and he was playing Washington and Lee when he got a call from the president at the time and there was a complaint that he hit a player at the Eastern Mennonite game. So they decided to suspend him and told him not to show up at the game. He was incredulous, suspension is punitive why was he being suspended when nothing was proven. Nobody went up to the player to ask him about the situation. What happened was at a timeout the players were leaves go to floor and coach turned around and Bob does one of those things (waves hand in motion like a pat on back). That's all there was to the incident the committee found that he'd never hit a player. But that incidents left him depressed, probably more angered. He walked into the President's

office and the A.D. was also there and the president told him he did not have a friend in the room. There is your athletic director, who to this day I do not talk to, not for what he did to Bob but for what he didn't do. He didn't say this guy coached here for 20 years and you knew him and so that was the only negative in his career and it was something that was unwarranted.

Interviewer: *How do you move on past that incident?*

Interviewee: I think he just went on as business and usual. He internalized a lot of the pain but to his players it was never visible. They were all there they knew what happened. He went back over it in his mind he watched the film of the game it was completely out of the blue.

Interviewer: *Were there any other issues with the president and coached Johnson?*

Interviewee: No but Bob lost all respect for him, if he ever had any for him.

Interviewer: *With future presidents did Coach Johnson try to establish better relationships or did he learn something from the previous relationship that he tried to use him to prevent situations like this?*

Interviewee: I don't think he ever went out of his way to establish a relationship but certainly you come into contact with these positions but he never went out of his way or changed his approach with any of the next presidents.

Interviewer: *What role do you think the players had on his career and his success?*

Interviewee: I think he always understood strengths and weaknesses of the players and people. He really went out of his way to help kids who had any concerns and he needs, you say you treat everybody the same but when a player's sister's house caught on fire and couldn't afford a ticket home, and I'm sure it's against regulations, but we helped him find a way to get a ticket and get home to be with his family. I think he took great satisfaction and great pride in his players. They weren't just players they were an extension of his family. Your eligibility is over in four years but when you look at the number of kids who come back or write letters, most people would kill for one of those just one of those. I think he grew from his players as well. I'm sure he made mistakes. I'm sure he was short tempered at times, as we all are. But I think he always did it in the best interest of the kid or what he perceived to be the best interest of the kid.

Interviewer: *Was anything I should've asked what you would like me to ask or to add?*

Interviewee: His cancer. I think many of us when he was diagnosed with cancer would have just hidden under the covers. It was a death sentence. Going to Houston he was in several clinical trials, which are the last resort when they know that current medications are going to touch the problem. He was so strong, so much stronger than I was. They gave him this rock and he carried it with him every day. He worked to the very end. His only concern was that we would be okay. We were all very close knit, I talk to you about how we revolved around basketball, but he was the rock in our family. He never gave up, and I stayed in denial and I thought he'd beat it as if anybody could he could. He just had amazing courage. He was intelligent, tough as hell, fun to be around and just the greatest individual I ever met.

You mentioned any inspirational stories well in Houston, they drew blood from him, and at times I felt he had no more blood in him. The three signs in the locker room: courage, character, commitment he embodied those.

Interviewer: *What was it like when he battled cancer the first time?*

Interviewee: He walked into my classroom, I was teaching, and he said they found a tumor on my kidney but it's totally encapsulated so they think they should be able to remove it. But a cancer diagnosis is always devastating. He had it removed and the doctors found everything was successful. Many years past and he had didn't even have to continue checkups so many years past. He was taking medication for high blood pressure and for one of his tests for that it showed back up on a blood test. So we all went down to a surgeon and he showed us that it was spread throughout the kidney. You can't remove it surgically and so we just started from one medication to another. He worked throughout this time. He loved what he was doing; he was committed to the teams. The reason why he gave up the team, that last year was what we had to move to Houston. That was the year he was sure he could have won the ODAC. That was a year he gave up his coaching because we had to move to Houston and it just killed him. I think that took a lot of the joy out of his life. He never wanted to be an administrator, he hated administrators. But the athletic director job kept him involved and he wanted to keep working. Working was not a distraction but you can't dwell on your problems when you have everyone else's problems to worry about. So I think he felt a certain sense of fulfillment in the athletic director's position although it was a very frustrating experience as well, because the president had to approve all decisions even though he knew what had to be done. He worked until the very end until the point where he would call from campus and tell me he didn't know where he was. He loved the college. He loved all of you guys. He loved his family. We were married for 36 years. He had a great life.

You work hard to make relationship work and work hard to make teams work and I think he showed there's a lot of compromise to him. I promise you don't survive a marriage if you don't do that. The only other thing he led by example it wasn't do as he say not as I do but I believe in what I'm doing.

Interviewer: *Is there anything else you would like to add?*

Interviewee: He was a great speaker. When we were all down the court and a dedicated the court and he had lost all his hair and he made a speech and then he threw his hat off and said I didn't want to speak unless I was at my best but what the hell we're all friends and there he was with no hair.

I don't know people ever appreciated his humor as much as we did. He was a funny guy. There's a radio show with Delilah where she gives advice to people with broken hearts. We would drive a long and Delilah would give her advice and then Bob would give his advice to situations.

One thing that he lived by was challenge the assertion. It came from his dad. Don't always accept something that somebody tells you. Two more things he tried to help people became productive human beings but things that you just take for granted or you don't think about his punctuality. When you show up late for your job, your bosses again don't say hey you overslept that's okay. Accountability responsibility and saying thank

you. I don't want say made his players say thank you, but he showed the importance to his players of saying thank you and even writing thank you notes.

And also the four I's: intelligence, imagination, initiative, integrity. Integrity being the most important. I think that might've been his Bible there.

APPENDIX C

Page Moir Interview

(Personal Communication, August 25, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Page Moir

Interviewer: *Can you describe your relationship with Coach Johnson?*

Interviewee: It was a hate-love relationship. I met Bob for first time while still an assistant coach at Virginia Tech and he had won the league for the first time. They won the regular-season title somewhere around 1985. I met Bob at the final four in Dallas Texas 1985 he had just won the ODAC for first time and turned the Emory and Henry program around. I didn't see much of him for another two years and I came here, Roanoke College. It was another strong year; we had a really strong team that year too. Bob won the regular-season championship but we won the tournament championship for a couple years and I remember playing Emory Henry that year early January and we got off to a really good start that year and Emory Henry was off to a great start too. I'm telling you when Bob had some good teams they had a swagger about them that you thought the Rangers were landing on the beach. And they came in with that look and that walked and how they warmed up and how they did things and they kicked our butts. We were ranked in the top five in the country that year and they went on to have a great season that year, we had a pretty good season that year, they went on to NCAA tournament and we did too so that was my first experience. Seeing Bob and how he coached, he had confidence. If you didn't know him that well you would think he was cocky as hell. But I came back as a head coach two years later they had some really good teams and they came in and waxed us. Bob was all smiles. My team went down and upset him and they were a top 15 team that year, we were middle of the pack. We started out slow before we really started getting going. We were down 18 in the second half and we went down and beat Emory at Emory the last game of the year. I'm sure some of those players could tell you what that next practice was like for them; he wasn't too fond of Roanoke back then, Roanoke had been really good then to. Then we played them and ODAC tournament and it was a hell the game, and went on to the NCAA tournament. From the beginning I had an appreciation for Bob, he was really on top of his game he had some great teams. He built a really strong program and not just at winning games but how his kids did things. When you play for Bob you had to buy in and if you're a part of the program you were going to have to sacrifice and he used that to help develop kids beyond basketball and in basketball. And that's what they practiced everyday 6 AM and you would hear these kids come in and how they did things. I remember losing down to Emory down a lot even when we were really good and they were quite as good. They played basketball the way supposed to be played; they were tough, aggressive, they played hard, and they played up-tempo. I think, I've never been afraid to blame my losses not all my team but how good the other team was and how well coached they were. And I had a real appreciation for how he coached, how his kids played, and how they played the game. I'm in up-

tempo guy, I think basketball should be a sportsmanlike aggressiveness and I think he taught that very well when they played up-tempo. We had a great robbery in the 20 some years we coached against each other.

Interviewer: *What aspects of his character do you think helped contribute to his success in coaching?*

Interviewee: I think he brought his military background into coaching in the way he did things. I think his military training gave him an edge on a lot of coaches. Bob was extremely competitive person. I think with his character traits Emory Henry was fortunate that Bob was not into making money. And that's how a lot of Division III coaches feel, there's a lot of money to be made at different places and other jobs but we really love working with kids. There's a certain type of kid that you get in Division III that you get a lot of times and you still get talented kids, they're just to be 3 inches shorter. If you love the game, and I can tell Bob love the game, you're happy here and the money doesn't make a difference. I think Bob could have been a multimillionaire. He had the ability to go to the top of the ladder in almost anything he chose to do because he was extremely bright. I think he is one of the brightest people I've been around and met, unbelievably quick thinker and he had a wit about him. I think everything about Bob made him a great coach, being a tough hard-nosed competitive guy and I can't say enough about how well educated and well-rounded knowledgeable he was. I found many conversations incredibly interesting with him and I would try to be careful choosing my words so it wouldn't sound stupid to him because I thought he was a very bright person.

Interviewer: *What were some perceptions of his work?*

Interviewee: We used to be at these league meetings and they were hilarious. It seemed to me we always had Bob Johnson on one-side of the room and the coach from Randolph Macon on the other side. And there were two brilliant minds but two very different guys. We used to fight about the scheduling and Emory had all the back to backs to play and seven-hour trips to Virginia Beach. For others there were no back to backs. Bob would say it's not fair that they come down and play back to back so when I play you on Sunday and you didn't play on Saturday. And they would argue that is not fair that at that time you get guys with lower scores on SAT's. So they would say when that's even and put it across the league and we could do everything the same, like schedule the same. And you could see the fire come out of Bob's ears when they would talk about things like that. They would have some great discussions, they were two very bright guys. Bob would use this as 'nobody likes us and were getting screwed over' and turning into an us against the world philosophy. Because we are the school that's two hours away from the closest ODAC school so we have to fight a little harder and do it a little harder with fewer resources than some of the other schools have. So I think he always use those particulars to help motivate his players. And I think he looks for certain type of kid, if you want a tough kid you were there to make it. If you weren't willing to dive on the floor or were afraid to break your nose you wouldn't make it four years with him, maybe not even one. I don't think that ever changed. He had it rolling so well with the way he did things. Back when I first started in the league, coaches were so busy with teaching and coaching they didn't have time to go out and recruit, and then you started to see coaches really start to get after it in recruiting and I think the league started to get better as they focused on

recruiting. Emory is a good team a good school, but they're not set up to win championships every year. Some of the schools in this league are better set up and can turn down better players than some other schools can even get. Some schools are able to put more money into recruiting and have a larger pool of students to choose from and have more money to spend on coaching and recruiting and that makes a difference. But his teams were very consistent and that's due to his personality and his drive with how they played and did things. I think the incident that happened to him in the mid-90s when he got suspended, I don't think it changed him but I think it made him more aware that you have to treat some kids a little differently. You want to be fair but every kid can't be treated the same. There might be a couple kids that didn't buy in but he did it incredible job there. I'm sure that changed him a little bit, to go through the process like that I'm sure changed a little.

Interviewer: *Did perceptions of him change when he changed to the Grinell type system?*

Interviewee: Maybe other schools had lost some respect. There are a lot of basketball people that felt basketball was a certain way. But you think the Princeton system is a stroke of genius but this isn't? I think it does some good things in coaching, if you're here to develop kids. The great thing about basketball is one year you have Princeton doing great things and then the next year you have a team like UNLV that scores 95 points per game. The great thing about basketball is it changes and evolves. I do think you have people that probably scoffed at it for the wrong reasons. Some people thought it didn't fit Bob's personality, I think it fit his personality perfectly because the bottom line of Bob is he wanted to see his youngsters laying on the floor and exhausted and to go deeper than they thought they could. To leave it all out on the floor. They played a system where you can have guys that jump out and be the star but there are a lot of shots to go around and everybody is involved. I think everybody's a complementary person in that system. So I think he definitely saw coaches that thought it was a gimmick but again I think is a great way to play basketball and maybe some systems are little better than others, but to me it's a great way to play basketball.

Interviewer: *Did his philosophies or styles change over the years while you coached against him? How?*

Interviewee: I think he changed the style of play a little bit but not a lot. I think he took his players, he had some really strong athletes when I first got there and I don't think they were quite as quick later on in later years but he still demanded those kids pick up full-court give their best effort and laid out on the floor. So I think he adjusted but not really change. I didn't see a lot of difference from Emory and Henry in 1989 to how they played in 2006. You knew they were going to get on the floor. One thing I'm not excited about how he did things is he would say they would foul you 80 times and the refs would only have the courage to call half of them. He said that to me many times we are going to foul you all day long and the refs will get tired of calling it. I think that never changed. The Grinell system as far as innovation in basketball in the last 30 years, I've seen a million tapes. I watch tapes all day long, that system has six principles to be successful and is laid out like a lesson plan and I don't see that in coaching a lot and I think is very innovative. When Bob found that and we talked about it years before he did it because after hearing those points I got interested in it is that's the way I like to play but I never had the

courage to do it and he did, I knew he would. Bob found something where he could get his players to take everything that he wanted out of basketball and life and they have to do it on the court all day long and be unselfish because they're only going to get to play 15 to 20 min. And I think that fit his personality to a T. When he found Grinnell he thought he found the Holy Grail that fit him.

Interviewer: *What was his leadership style?*

Interviewee: His leadership style was very charismatic, a very bright and quick thinker. I think if Bob was asked a question he could analyze it 10 different ways before he answered it, he was that bright and that quick on his feet. He had the classic traits that you look for in a leader. He had a charismatic look about him. You could look into his eyes and you could see life and enthusiasm. You saw a guy who was not a BS guy. If you messed up he was going to tell you, and it might not be the kindest way, but he was direct and he communicated. So I think all those are traits that I would say great leaders have to have and he had all those traits. Again I think the military backgrounds served him extremely well. When you think how the military leads, the two years he spent in the Academy, the influence of his father, you think how the military leaders are the best in the world. They develop leadership skills better than anyone else in the world. I'm very envious of the guys that got to play for him. The ones I know appreciate him and use some of things they learned from him in their everyday life.

Interviewer: *Did his teams reflect his leadership and the style that he used?*

Interviewee: No question, they definitely did. His teams always reflected that. They would dive for loose balls and get their nose dirty. They would take charges and they played fast and quick. I think they were a direct reflection of his personality. I got half a dozen Emory and Henry tapes here and have even more downstairs and we can put them on and watch 5 minutes of it and I don't think you will see much of a difference in the teams, even in the Grinnell system. They played hard, with enthusiasm, and tough as any team I coached against a division.

Interviewer: *What type of person was he? What type of coach was he?*

Interviewee: I got to know him better in later years off the court and I think there were some differences. He knew how to relax; I think he knew how to turn off some things when he went home. He didn't mind drinking a beer with the guys and hanging out. He was funny, he would tell jokes, and I think he would use that with his teams too. I don't think you saw two different people at all. I think they were similar but he knew how to relax and enjoyed being around people and in coaching that's a real similarity because you love your kids and you love your teams but he loved being around other people too. I think he liked being around other coaches and debating. He would debate you all day long. He loved to talk about politics I remember he would always have classical music playing. I think he was extremely curious learner and I have another buddy in coaching who is retired now with the same way. He wants to learn something major every year I think Bob was curious and inquisitive.

Interviewer: *What were important words of wisdom or things that you learned from him?*

Interviewee: I think with that situation in the 90's it said you have to be aware of what's around you at this level but you don't have to change, especially for doing things the right way. You have to be yourself, if you want to do something and it is the right way sometimes you might have to bend a little bit but you don't have to change. Bob is a very loyal person and I think I am too (plays audio of coach J calling recommending former player for an assistant coaching position), he was loyal to his kids, he was loyal to Emory, and he was as loyal to be to sherry and his family. I think he made me feel good about what I do for a living. For one, I think he did it so well, I know for a fact Bob could have coached at a lot of places and done very well. His style would've fit division one very well and he had all the ability to do that. He was a hell of a coach and it was more than just winning and losing games. It was fun to see them get a hold of the system at the end of his career, it's almost like he gave him new life.

Interviewer: *Do you think coaches coming up could try something like that or do you think it takes more of an established coach?*

Interviewee: I think you can but it depends on the program. In this case is, in our league if a new guy comes in a place, say young around 30 years old, and tried to bring that in on day one and if it doesn't work he probably can be looking for new job in a year or two max. It's such a unique system that I think it took somebody respected like Bob to do it. He was getting ready to win games with it too. He got the right personnel and was getting ready to win with it. I think Bob could've done some things with it the way it was going. I felt if these guys get you in a tournament on the second or third day and they know how to do this and you don't have your legs with you it could really do some damage. But I think it is better that somebody people already respected and knew and was knowledgeable ran the system, it would be tougher for new got to do that and last, especially if it didn't work.

Interviewer: *Did you consider him to be a leader? If so, why?*

Interviewee: Yes. The first reason is because he impacted so many lives. I think that's the one thing that we are so lucky in coaching. I have almost 100 kids that played for me here and you're in a situation where you're getting youngsters where they grow from boys to men and their making plans for their life and in a lot of cases a good coach is spending much more time in their life than even their parents are. So the way in some cases they become a surrogate father. In some cases you may not get that close with kids but Bob impacted a lot of lives. I think in coaching you affect the lives and in his 27 years of coaching down there, and in the classroom he did the same thing. I heard a lot about his classes, I know he enjoyed teaching those classes; I've heard students tell me that the best class they ever took was Coach Johnson's because of the way he made them think and did things. So he impacted more than hundreds of lives at just a small nice college in Emory Virginia. He impacted my life. I can say that in a deep way not just as a friend and a guy that I enjoyed being around on the court but how he coached and how he did things. I'm hugely impacted and I never played for him.

Interviewer: *Was he a model for you to follow? If so, why?*

Interviewee: No question. I think Bob has a lot of great guys in coaching now but I can't imagine you can have a better mentor than Bob. He was a guy you can watch and learn from, I learned a lot of things from Bob. Bob didn't complain when they got beat. He was back watching film and dreaming and thinking of what he can do next to come back. I think that's the toughness he had, I can't imagine a better mentor than Bob for a coach to look to for information.

Interviewer: *Was there anything specific (characteristics, traits, attitudes, beliefs, etc) that you noticed in him that is similar or different from other people in his field?*

Interviewee: I think that a lot of coaches out there, because of the money involved in coaching, are much more guarded. He was much more willing to be himself and still had a confidence about himself. You have a lot of big coaches where if people try to get a picture of them and they have a beer on their table they have to move or get away while they take the picture. A lot of guys, and rightfully so, with the way the internet is don't want to do anything that might compromise them, just because of the money involved. I think put in a situation like that Bob would still care less. This is me, this is what I do, and if you want to take a shot at me go ahead. A lot of guys aren't like that and lots of successful coaches are almost an act. Guys hear analysts say they should do this or that and they start to do those things. Bob wouldn't fall for that. He was not money driven

Interviewer: *What do you think he would consider the key to his life/career?*

Interviewee: I think he was an educator. I think coming from a military family and his dad doing what he did, you have to want to lead a life that is somewhat transparent and people see how you're doing things but you also want to leave a mark. Really leave a mark in this world is having people take what you've done and learn from it and use it. So I think he was an educator and wanted to leave his mark through the young people that he impacted that he taught and coached.

Interviewer: *Were there any barriers or obstacles in his career? How did he respond to them?*

Interviewee: We had a kid that transferred here and he had started for Bob and played a lot of minutes as a freshman, but he didn't like Bob. He couldn't take the way he got yelled that. Some kids don't understand it's not the coach hating them but rather just not liking the way they were doing things. Bob was going to get kids to go there that thought they were tough enough and think I can do this but when they get there is a lot tougher than they thought. So Bob was going to have situations where kids went to Emory and Henry to play basketball but once you get guys reaching in holding their jerseys and trying to toughen the guy up some kids will run in those situations. So Bob was going to have to replace kids and I think we all do to.

Interviewer: *What relationships were most beneficial to his coaching career, did you notice anybody that influenced him?*

Interviewee: I never got to talk to him a lot about Springfield College and where he came from. I had a few conversations with him about his dad and how important he was to have and it seems to me and I don't know if it's right or wrong but I know for me my dad was a

coach and was one of the biggest influences on me, so from the outside I would say that Bob's dad was similar to him as well.

Interviewer: *What kind of effect did he have on you? The ODAC?*

Interviewee: I think he's one of the guys that helped make the ODAC a premier league in the country. Hopefully I've help continue that a little bit. I know when I came into the league, Roanoke had gone to the final four in 1983, but we were just coming off of being Division II so we had some advantages, and then you get a little later in the mid '80s and the ODAC wasn't competitive nationally. It was I think more than a decade between final four teams and I think Bob was part of the guys who just taught classes and coached, and Bob did a lot of that he taught classes and he coached, but he went out and recruited too and he worked hard. He hired assistants and they were all over the road, so I think guys like Bob and a few others helped bring us into the modern age of recruiting of getting out and getting after kids to help bring in higher talented kids to coach them to play. When he goes out and starts to win 20 games consistently you start to get other coaches to reach and pass you, he helps set a standard. Now we've had five different schools go to the final four in the last decade or so, I think Bob is one of the reasons for that.

Interviewer: *What do you think Emory and Henry meant to him?*

Interviewee: I think it's like what Roanoke means to me, you go to a place and it becomes a part you as you become a part of it. He's one of the faces at Emory and Henry. If you write down five of the most noted people in the past 50 years from Emory and Henry Bob would have his face on that list. He was one that people know and one that the alumni know when they go back. People seeing his picture on the wall and remembering what they learned in class, players remembering stories, the people go back to talk about Bob. As a person when you stay in a place for long time you want to see it succeed. I know his friendship with Fred Selfe and some other guys down there were really special. As coaches when Bob passed we all donated some money to the Fred Selfe center because we knew how much it meant to Bob, we wish was more but we wanted to help. When you're at a small school it becomes a family. I know for a fact when those guys go to the final four they socialize in Bob's memory. My favorite weekend here's alumni weekend, we get a lot of guys coming back, and I look forward to that weekend like no other, just to be able to see your people and stay in touch it means a lot because this is your place and I know it was the same for Bob; that was his place.

Interviewer: *Is there anything you would like to add?*

Interviewee: Playing for the Wasps wasn't for everyone. He demanded a commitment without compromise. One that was probably unacceptable to many college age youngsters. It is easy to stay committed when you are winning. Right or wrong Bob would not bend his lessons to fit a situation. You were either in or you were out. Win or lose- this is the way things are done.

I was positively affected and am a better coach and person from my relationship with Bob. Through our relationship he challenged me, piquing my interest to continue learning and to better myself. His presence in my life improved me, thus improving those around me. Hell, we were adversaries and competitors. Never could I have imagined having this much respect for a man on the other sideline. I am envious of those Bob coached and

taught on a daily basis. This is the legacy a great teacher leaves behind. Inspiring you to learn, and leaving you hungry and eager for more.

APPENDIX D

Dr. J.P. Barfield Interview

(Personal Communication, September 24, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Dr. J.P. Barfield

Interviewer: *Can you describe your relationship with your Coach Johnson?*

Interviewee: Bob and I were friends and colleagues. We lived close to one another and spent a fair amount of time together socially. I also worked with Bob in the physical education department and was his supervisor when I was athletic director (last 1.5 years at E&H).

Interviewer: *What type of coach was he?*

Interviewee: He was a passionate coach who believed in the role of 'teaching' through sport. Bob was a veteran coach who cared more about team play and the personal growth of his players than wins/losses when I knew him.

Interviewer: *What type of person was he?*

Interviewee: He was a very loyal and dependable friend. Bob always supported me and I never had any doubts about his feelings on any subject matter. He was very candid and direct and a great supporter of other coaches and teachers at E&H.

Interviewer: *What was his leadership style?*

Interviewee: I think he was perceived as authoritarian but his work with other colleagues was always very democratic and diplomatic. I saw Bob as a service leader, one who would push for others when he believed in a cause.

Interviewer: *Did his philosophies change over the years? If so, how did they change?*

Interviewee: I only knew Bob a short time period but I did not see him as someone who was very different over time. I think he probably matured during his coaching career and had different goals for his teams/professional accomplishments at different time periods but I think his values and inner drive were probably always present.

Interviewer: *What did he teach about life?*

Interviewee: Responsibility. I think he made others be accountable (players and colleagues) and also taught the importance of truth. To me, he had very limited patience for those who did not take their responsibility or honesty seriously.

Interviewer: *What were some perceptions of his work?*

Interviewee: From his peers, he was a passionate coach and person. From some on campus, he was intimidating and aggressive. From me personally, he was someone who believed in what he was doing.

Interviewer: *How did he interact with others within the athletic department?*

Interviewee: Very well. He was a great supporter of most coaches and was humble about his own accomplishments. He simply did not have much interaction with the few individuals he did not like and/or respect.

Interviewer: *How did he interact with professors, administrators, and other staff in the school?*

Interviewee: Very well with professors. He was trained as a teacher/coach and took both roles very seriously. I know that veteran faculty on the campus thought highly of him and considered him a colleague. Bob had a more difficult time interacting with administrators and staff. Bob was a bright man and couldn't tolerate individuals who 'just didn't get it' when he perceived an issue unquestionably decided. I also got the sense that Bob never felt appreciated by administrators at times during his career. I don't think he had a chip on his shoulder about it but I always felt that he was disappointed by the limited recognition of his legacy by certain administrators.

Interviewer: *Was it difficult to interact or advise him as the Athletic Director, being he had been in that position for so long?*

Interviewee: Bob really made it very easy on me. He could have been a very challenging coach because of our age/experience differences but he always praised me in public and expressed his concerns in private. He also realized that he had the knowledge and experience to have the position but his relationship with the President at the time prevented his appointment (there was an offer made on at least one occasion but the offer, from Bob's perspective, was too low). He could have been very bitter about the circumstances and caused difficulty for me but he simply did not. Bob generally took my advice and sought my feedback as a sounding board more than he needed to, given his experience. The only time Bob and I had difficulty in that professional setting was his last evaluation. I addressed some concerns about his communication with administrative staff and he was very upset about it. I think it simply reinforced the 'lack of appreciation' issue he experienced from administrators. I think we parted on good terms, however, and he was very gracious and welcoming to me when I returned to campus and he was the AD. I think his humility in this setting was a good lesson for me.

Interviewer: *What aspects of his character helped contribute to his success coaching?*

Interviewee: Belief. Bob truly believed in what he was doing whether it was consistent with others or not. He modeled his beliefs and most people recognized Bob as someone who was very genuine, candid, and honest. He certainly led by example (walked the walk so to speak).

Interviewer: *Who were some of the people influenced by him and how were they influenced?*

Interviewee: I think most of his players were influenced for the better. The number of former players who attended his recognition ceremonies was simply remarkable. His former players were very loyal to him and I think that demonstrates how much they respected him and ultimately learned from him. I also think he was a very positive influence in the King Center. He was very philosophical and always wanted to discuss new ideas/thoughts with others. In terms of how they were influenced, I think people were

influenced to be more respectful, truthful, and accountable. In addition, I think his players learned a great deal about discipline.

Interviewer: *Did you consider him to be a leader? Why or why not?*

Interviewee: Absolutely. Bob was a 'go to' person in the King Center when difficult questions/times arose. People in athletics trusted him and respected his experience and insight. Individuals also knew that he would keep their confidence. His presence was also very palpable; people knew he had no fear. In essence, people in the King Center trusted Bob and always believed he was acting in the athletic department's or the student's best interest. I think an analogy to a lion is appropriate; most feared crossing him but always respected his judgment.

Interviewer: *Do you consider him to be a model to follow?*

Interviewee: I wouldn't say a model to follow but I would say Bob reinforced the importance of leading through your own personal characteristics. Bob was true to his beliefs and he was a fighter over issues he felt were important. That's how he led, passion based on his beliefs. He was successful because his beliefs weren't shaped by others over time. I think good leaders take their own strengths and simply maximize their effect. Bob was an excellent example of maximizing strengths to affect others.

Interviewer: *Did you notice anything special or unique about his character and or personality?*

Interviewee: I think the consistency of his character was unique. He was so comfortable in his own skin with his own decisions. His decisions were always so steady, he always acted in what he thought was in the best interest of his players and students.

Interviewer: *Was there anything you noticed in him that was similar or different from others in his field?*

Interviewee: I think a lot of veteran coaches place more importance on team cohesion and individual growth as they continue in their career. Bob was similar in this way. In terms of differences, Bob never was afraid to stand alone or against everyone in the room (or league) if he believed in his cause. This inner confidence is a bit different from most coaches I have known.

Interviewer: *Can you describe some occasions that you spent with him that stand out to you as a reflection of the leader and man he was? (for example a humorous, serious, happy, inspirational, or any other experience/story you would like to share).*

Interviewee: We used to drink beer on his deck at times and while I don't recall any story in particular, I always enjoyed those times and felt that he was always at peace in Emory. In terms of a leader, I think his decision to coach football at the end of his coaching career was very telling. Coach Montgomery asked Bob to join his staff. Despite being a head coach for 30 years and being removed from football for probably 15, Bob accepted an assistant coach position to support an incoming coach. I think Bob was seeing specialists around that time and although he had to be fatigued and in pain, he sacrificed his own time to help a new coach. I think Bob wanted people to be successful (in whatever way that was) and he did what he could to contribute to their efforts.

Interviewer: *Were there any obstacles or barriers in his career? If so how did he respond to them?*

Interviewee: I think he was probably the biggest barrier. He was a proud man and I think he held onto perceived disrespect and mistreatment longer than was helpful to his career. I think Bob was so relentless in his convictions that he probably made it difficult for others to absolve him of his transgressions.

Interviewer: *What did Emory and Henry mean to him?*

Interviewee: Personally, I think it was a place of peace and belonging. Bob's father had an elite military career and I think Emory gave Bob a place to be himself, share his gifts with others, and enjoy his accomplishments and life. In essence, I think Emory was out of his father's shadow and was 'his place.' I think he simply loved Emory and the people he knew while there.

Interviewer: *What kind of effect did he have on you?*

Interviewee: He was a good friend and helped me build a lot of inner strength. I don't think of his lessons, per se, but I always enjoyed him and appreciated him as a person. Bob was a unique individual and my life is certainly richer because of our time together. I don't know about the exact effect but I'm glad we were at Emory together.

Interviewer: *What kind of effect did you notice he had on others? (players, students, coaches, school, community, etc.).*

Interviewee: His players wanted to emulate him. In terms of a model, many of his players wanted to model their adult lives about Bob. He was certainly a role model for many students and players. In terms of other colleagues, I think he always made them feel safe because he was always so loyal and ready to defend their interests.

Interviewer: *What do you think he would consider keys to his life and career?*

Interviewee: I really do not know but I believe that he would have only a few. Bob was a thinker and never would be limited to only one way of doing things; therefore, there are probably only a few people who truly knew Bob's thoughts on keys to life and career.

Interviewer: *What were some important words or lessons you learned from him?*

Interviewee: Truth, honesty, and appreciation of others.

Interviewer: *What role did being a mentor play in his life and career?*

Interviewee: I think it was probably a role that he grew fonder of every year. Bob loved his job and his life. When I knew him, I think he perceived being a mentor as one of the real riches in life. I think he cherished his ability to shape individuals and believed he was pretty good at it.

Interviewer: *Is there anything I should have asked or you would like to add?*

Interviewee: I don't know what else to add. I think leaders have different impacts on different people. I think Bob always perceived Fred Selfe to be a better leader and man but you never know how you really affect others.

Interviewer: *Is there anyone that you feel would be important to include in this research?*

Interviewee: I think including players and colleagues who were at Emory during his early career would be worthwhile. I think it would also be worthwhile to contact faculty and administrators outside the King Center.

APPENDIX E

Leigh Johnson Interview

(Personal Communication, October 15, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Leigh Johnson

Interviewer: *Can you describe your relationship with your dad?*

Interviewee: Overall it was very good, though it was probably a bit tumultuous when I was younger. My dad and I are a lot alike, stubborn, opinionated, independent, and so I think that led to a lot of disagreements when I was younger. Even so, I always not only loved but also liked my dad, and I always respected him. There was never any question that he and my mom were in charge. He was always the head of our family, and I always looked up to him. Over the years we grew closer though and one of the things I loved was growing into an adult relationship with him. I loved when he started to listen to my opinions more seriously, and when we would converse like colleagues and friends. We also just had a great time together. My dad and I have similar senses of humor, and he was just a really funny guy, so I loved hanging out with him. He made me laugh, and he really made my mom laugh too. He believed in me, and in our family, and he made me believe I could do and be anything I wanted. There was never any question that I would get good grades, go to college, and become what I chose to become. They didn't pressure me, but it was understood that I would work hard, and it never really occurred to me that I might not be able to be or do something, because that's what they made me believe. There was never any discussion of 'you can't do this because you're a girl'. My dad made me run the same pass routes as my brother during two a days when he was coaching football. He thought my shot should look as good as any boy's. But he also really respected my decision not to pursue basketball beyond high school. He wanted us to do what we wanted to do, what we loved, and he didn't pressure us, he just supported us. There are so many things that have happened since he died that I would have wanted to discuss with him. It was really hard being deployed and not having him to talk to because better than anyone else, he would have understood my frustrations and what I was going through. Before he died, I was the one he talked to about what he wanted to happen after he died. He'd been sick for a while and we knew he would die at some point in the relatively near future. He told me what music he wanted played at his funeral, exactly how he wanted it to go, etc. I think for some reason, maybe because of what I do for a living, I was able to hold it together for these conversations, even though they were incredibly hard. But I was flattered that my dad trusted me with these conversations and with these details. I should also note that it's tough to talk about my relationship with my dad without talking about my relationship with my parents in general. My parents always presented a very united front, and so when I talk about the way my dad parented, I find myself saying "they" and not just "he" or "she", because they did all of that together. But I do think that, in terms of personality, Casey's a lot like my mom and I'm a lot like my dad.

Interviewer: *What was it like growing up and watching him coach?*

Interviewee: It was really fun. Out of all my friends, I was the more involved in my dad's career than most of my friends were in their dads' careers. Many of my friends couldn't even have told you what their dads did for a living, but I was at every Emory game for years. I loved being at the gym, loved knowing his assistants and players, loved watching him coach, loved being invested in E&H basketball. We lived and died by his team and his season. He made us feel like part of the team, and like the team was part of our family.

Interviewer: *What type of person was he?*

Interviewee: Funny, disciplined and committed. My dad was just really strong mentally. He did what he believed and he didn't really waver. He was also kind and generous and sweet. His players were often scared of him but my friends growing up loved him, because he was a blast to hang out with. He was incredibly smart, a voracious reader, and was knowledgeable about all kinds of things. He loved history, movies, literature, sports, and world events. He loved to hang out and drink beer and tell stories and talk late into the night. He loved to try new things. He tried to windsurf (hilarious) when he was in his 40s, and he went white water rafting for the first time when he was in his 40s or 50s. He was an amazing water ski teacher. He taught me and Casey and many of our friends how to ski. He loved all dogs, and I never saw him walk past a dog without stopping to say "Hello pup" and pet it. He really loved my mom. My mom is independent and kind of does what she wants, and I think what made their marriage so great is they each let the other person be who they were; no one tried to change anyone else. He kissed her goodnight and told her he loved her every single night, in front of me and Casey. He was an awesome husband, and my parents were an amazing model for me of what marriage should look like. Honestly my dad was just really funny. He loved to laugh, loved to have people around who made him laugh, and loved to make my mom laugh. He also loved to debate. From an early age, the general rule was that you could put forth any opinion you wanted, as long as you could back it up. He loved to listen to other people's viewpoints and to share his; he just really loved a good debate, particularly about contentious topics like politics or religion.

Interviewer: *What type of coach was he?*

Interviewee: Disciplined. He demanded a lot of his players; he was very committed to having them do the things he asked them to do. He was very intent on them being committed to the concept of team, and to one another. He really wanted to teach them what it was like to be able to depend on someone and to have someone depend on you. He believed that what he was doing was using the game of basketball to teach life lessons, and to turn young boys into men. He did not compromise those ideals for the sake of winning. He believed that if you did things the right way, all the time that good things would come. Even when his team wasn't the most talented, he wanted them to be the fittest and the most disciplined. He also believed there was more to basketball than dribbling and shooting. I think he wanted his players to understand mental toughness, and he believed that would help them on and off the court.

Interviewer: *What was his leadership style?*

Interviewee: I would say something like tough love. I think he saw potential in people and he was good, and more so over the years, at tapping into people's potential in very individualized ways. He was softer with people who needed him to be softer, but he wanted to challenge people to grow, to think, to become the best they could be. He did not believe in coddling people. I think he also believed in leading by example. I think he believed that since he had done some tough things in his life, he could ask his players to do some tough things. Also, he did things the right way and wanted his players to see that.

Interviewer: *How did his philosophies change over the years?*

Interviewee: I think he got better and not using a one size fits all approach. I think he began to get some kids into his program who came from different backgrounds, and he got better at individualizing his approaches to them. He still believed in being tough, but he came to really see that not everyone responds in the same way to a particular leadership style. I think overall he also just became more open-minded, looking to learn from different religious teachings and philosophies. Who he was fundamentally didn't change though. He just really loved to learn. His basketball philosophy changed a little bit with the run n gun offense, he discovered that style and really believed he could turn it into a successful season.

Interviewer: *What did he teach about life?*

Interviewee: Do the right thing. Work hard and good things will happen. Don't quit. Do what you believe in. Do what you're passionate about. Surround yourself with good people. Be the kind of person other people can depend on. Try new things. One of the expressions I remember is "Anybody can play hard for 3 quarters; it's what you do in the 4th quarter that counts."

Interviewer: *What were some of the things he sought from his players? Was anything more important than others?*

Interviewee: He expected them to surrender themselves to the team, to each other. He expected them to do what he asked of them and to hold each other accountable. He really wanted them to lead each other. He wanted them to work hard, and to believe in what they were doing. He wanted them to be on time, dress appropriately, go to class, do their homework, say 'yes/no ma'am/sir', be respectful of themselves, their families and teachers, and themselves. I think he believed that if you did those things, you would get out of the program what you put into it, and you would be the one who benefitted down the line, your friends, spouse, children would also benefit. All you had to do was what was asked of you, and you had to believe it could work. All he asked was that you give your best; he just often saw that what we think is our 'best' isn't really, and he thought he could get that little extra out of people.

Interviewer: *What aspects of his character helped contribute to his success coaching?*

Interviewee: I've never met anyone who believed more in mind over matter. He really believed that with a strong mind, you could make your body do pretty much anything, and far more than what you thought it could do. He was also very disciplined, and just did not

believe in quitting something once you started; there's no question that influenced his coaching style.

Interviewer: *Who were some of the people influenced by him and how were they influenced?*

Interviewee: Such a long list. I would say most of the guys who played for him, plus my immediate family, our extended family (particularly my cousin Matt), and some of Casey's and my friends. Even if he didn't directly coach/teach/lead you, just being around someone of his character makes one want to be a better person.

Interviewer: *Did you consider him to be a leader? Why or why not?*

Interviewee: Yes. I think leaders are born and not made and I'm not sure I can quantify why I think he was a leader, except people wanted to follow him. I think people around him saw something special and wanted to follow that. I also think he took responsibility for the people around him, which is a great quality of a leader.

Interviewer: *Do you consider him to be a model to follow?*

Interviewee: Yes.

Interviewer: *Was there anything you noticed in him that was similar or different from others in his field?*

Interviewee: I think probably most D3 coaches believe in the players, believe in investing in their team, because it's just not a particularly high-profile or high-paying profession enough such that winning is the ultimate goal. But I think he invested probably more than most. He wanted the players to feel like they were part of our family.

Interviewer: *Can you describe some occasions that you spent with him that stand out to you as a reflection of the leader and man he was? for example a humorous, serious, happy, inspirational, or any other experience/story you would like to share?*

Interviewee: So many funny stories. We had a dog, Chuck, who had one ear that wouldn't stand up. He made up several imaginary breeds of dog that he would tell people: Chuck was an... "Appalachian Shepherd" (bred to go into tight spaces in the coal mines to sniff out lakes, had to scoot on his side, which is why one ear was down), "Mount Rogers Turkey Hound" (could hear the turkeys from around trees when he was hunting them), "Adirondack Water Collie."

He and I and Casey used to have water ballet contests at Lake George in the summer. He also convinced me and Casey that there were fresh water sharks in the lake. My mom hates snakes, worms, etc, and so my dad would sometimes fish with us and would put the live worms over his ears just to freak my mom out. This made him laugh hysterically. He had funny expressions too, one of my favorites when we'd stay in a crappy hotel was "I've slept in trees more comfortable than this." He also had some expressions that, growing up, I just thought were unique to my dad, but then when I joined the Army, I realized were Army expressions (Oh dark-thirty, Roger that, etc). But they still make me think of my dad. The meanest thing he could say was "you throw like a girl." He said this to my mom one time, to which she replied "Bob, I am a girl." His response: "That's no excuse."

Interviewer: *Were there any events that helped shape his leadership? Who were some of the people that influenced him and what was the nature of their influence?*

Interviewee: I think growing up with a dad in the Army, and then being in the Army himself, helped shape him. He and his dad didn't always agree, but he really idolized his dad, who was also a man of great discipline and character.

Interviewer: *Were there any obstacles or barriers in his career? If so how did he respond to them?*

Interviewee: Before I was born, I think he had trouble when he got back from Vietnam. My mom would be better able to speak to that. I also think it was hard for him to not have a winning team, because he'd won for a number of years. He responded by doing the same thing he'd always done: recruiting quality kids and not compromising on that. He continued to believe in what he was doing, no matter how many wins and losses there were but I do think this was tough for him because he really loved to win.

Interviewer: *What did Emory and Henry mean to him?*

Interviewee: I think he saw Emory as a place that was small enough that it would allow him to do what he wanted to do. There wasn't quite the pressure to win at all costs that there might have been at a bigger place. Plus, he loved being part of a small community, knowing everyone and working closely with people. And he loved that the community really welcomed and invested itself in our family. I think he knew we'd be safe and comfortable there after he was gone.

Interviewer: *What kind of effect did he have on you?*

Interviewee: I hear his voice in my head all the time. He made me believe I can do far more than I would have thought possible, physically but also just in life. He makes me want to work hard, not quit, do what I say I'm going to do. Plus, you can imagine that it's hard for me to find a guy romantically who measures up to what my dad made me believe a man should be. No sissies allowed. Plus he just made me love basketball (football too, he loved football and baseball maybe even more than basketball). I see basketball the way he does, as a microcosm of life that represents the idea that a team is far more than the sum of the individual parts. I believe in depending on people around you and having them do the same, I think this is what really makes basketball so beautiful. He and my mom were really such a great model for hospitality too. So many people lived with us over the years. He had two small kids and he trusted his young players to live with us, babysit us, play with us. I think they really saw that as something special, that he'd bring them into our family that way. I am so impressed with the way they brought people into our home, supported them, and helped them. My parents lived "The Blind Side" far before that movie was made. I hope I will do the same, open my home to people who need it.

Interviewer: *What role did his family play in his career?*

Interviewee: We were really involved, went to every game growing up. We talked about the team and the season almost every night at dinner during the season. I have no idea if he took our advice or what he thought of our opinions, but it was certainly a topic of discussion. He also had a chance to go a couple of other jobs, and while those conversations were between him and my mom, I think they chose to stay a couple of

times because they didn't want to pull us out of high school and make us move somewhere. He and my mom were very much partners.

Interviewer: *What role did being a mentor play in his life and career?*

Interviewee: I don't know that it played a role so much as it was his life and career. He was a mentor all the time really.

Interviewer: *Did he consider anyone to be a mentor in his life or career?*

Interviewee: His dad, and Fred Selfe.

Interviewer: *Is there anyone that you feel would be important to include in this research?*

Interviewee: Leon Hill, Derek Elmore, Stan Eggleston, Craig McLaughlin, Paul Russo, Jamion Christian.

APPENDIX F

Casey Johnson Interview

(Personal Communication, August 24, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Casey Johnson

Interviewer: *What kind of players did Coach Johnson go after for his teams?*

Interviewee: My dad recruited guys not based solely on talent. He wanted high character guys because he knew that successful programs were built on character and very rarely did he talk about winning and losing. He talked about doing things the right way being a good man, being a contributing member to society, and how you go about those things was done the same way you go about being successful on the court. I think that's what translated into wins and losses and into victories because players knew he cared more about them than just winning games.

Interviewer: *What kind of balance did he use with her crooning we take chances on players with talent or what he focus completely on character for his decisions?*

Interviewee: One thing he wanted to make sure was that his players liked a particular recruit. He would always ask his players how do they feel about this kid after his recruiting visit because he was concerned about the chemistry on the team. It takes a different person to go to Emory and to play for him and there were plenty of talented players that did not make it. He would take talented players but I think your true character was revealed after he was done coaching you so he recruited the best talent he could find but then he coached everybody the same, he played no favorites. He was as hard on the best player as he was on the worst player. I think his expectations never wavered.

Interviewer: *For guys coming gain were there any turnover rate or transfer rates?*

Interviewee: I think there were a lot of guys that couldn't cut it. For example the most successful group brought in started out with 13 people and ended up with five. And one of those five quit and then asked to come back. One thing he did was he never burned bridges. If a kid said he didn't want to play, okay that's your decision you need to do was best for you but the door was always open to come back and that's the biggest thing with him was his door was always open. He recruited a lot of guys who decided to go play somewhere else and he could've easily said forget you, but when a guy would say I want to go play somewhere else he would say alright good luck and then some of their best players would call him back and say hey I made a mistake can I still come to Emory I want to play at Emory.

Interviewer: *What was it like for you growing up around the program to playing for him and then coaching with it?*

Interviewee: Once I got to be out of college I started to understand all the things that he was doing. It was difficult sometimes growing up and trying to be friends with the players because he treated them so much differently than he treated us. He had high expectations for us growing up but this wasn't the same it was work and we were family even though he treated and welcomed office players into his family. I remember him saying that the kind of guy he wanted in this program was where he could leave his wallet on the table and no one takes it.

Interviewer: *When you became a player what was that relationship like?*

Interviewee: I wanted to be equal. He treated me equally, maybe even worse. But our relationship was really good. The difficulties were what others thought and said. And my thought was always he has to win, he's getting paid to win games so he's going to put what's the best out there to make us the most successful. I didn't play my first year; I redshirted my freshman year which is really unheard of in division three. I wasn't ready to play so I was a manager my first year.

Interviewer: *Were there ever issues with what others thought?*

Interviewee: Yes there was a lot of animosity from some players and then parents of other players.

Interviewer: *You mentioned how you started to take things in after you finish playing basketball, what was going on during your playing times? Is it something that you're just so in the moment and thinking of the immediate basketball results as a player?*

Interviewee: Yes and I think you mature and you learn as you get older. You learned from your mistakes and you see how you might have butted heads as a player but when I became a coach I began to see what he was seeing and I understood and I understand now what he was expecting of us, which is a reason why I think I am a much better coach than I was a player.

Interviewer: *What was it like for you to be able to coach with him?*

Interviewee: It was awesome. I had coach that style in high school as you know and we were really two peas in pod. We were constantly thinking of different ways to play and we were constantly brainstorming and we were really on the same page more than anyone. We were going more extreme than the guy who did all the system stuff. It was a lot of fun coaching with him. There was an excitement in his eye that I think had been lost and he thought he had found something very special and recruited his team to win a national championship. He thought he had a team in place that could win a national championship. He was taking this to another level; you remember he would have guys on the bench watching the video iPods of them making shots. He was doing things that other people weren't thinking of. And he was recruiting athletes to play this way so he was getting better talent to play the way he wanted to play and he really thought he to win a national championship.

Interviewer: *What kind of changes in his philosophy will cover changes the makings career as time went on?*

Interviewee: First, when he started coaching in Springfield he was playing this way, up-tempo fast. He said all he was concerned with how fast they could get it out of one net and into the other net. So they were running and pressing and subbing different groups. He really had a lot of fun because he wanted to play aggressively that was his nature. When he got to Emory he wanted to play up-tempo but he just didn't have the players to fit that. He called it the worst job in the world but he'd rather rule in hell than not rule at all. And I think he turned one of the worst jobs into one of the best jobs. Once he got his guys and some big recruits he was able to turn that program around. And he got to the point where he wanted to play up-tempo and pressure man-to-man, be aggressive on both ends of the floor, and I think he was such a great coach because he changed his offenses based on his personnel. He changed based on what he did or did not have on his teams. So when he had some of his great recruiting classes he ran an offense assistant called triangle where he would have three guys finishing with over 2000 points for their career. This was an offense that he created and nobody could stop. So he ran triangle then, now he was pressuring man-to-man on defense which is something that never changed. Intense practices, guys chasing loose balls diving on the floor just playing their hearts out form. He more than anybody I've ever seen got people play harder than they thought they could play. He wanted one thing and that was effort. You wouldn't see him complaining about missed shots but if you weren't playing hard you heard about it. So he was running triangle and then a couple guys graduated and he had four guards and he started running motion with four out or five out motion sets, and he got back to the NCAA tournament playing that way still with 1000 point scorers. After those guys graduated that talent level went down so we started running more set plays and then he got a couple more players and went back to his triangle offense and also-ran swing sets which were Wisconsin based offense. But he used a numbering system that helped get guys shots. Everything that he did he took a basic concept and took it to another level. The system he took to another level and here he took the swing sets to another level with this numbering system. He was able to use all these different types of offenses and finished at or near the top of the conference in scoring. He held all the scoring titles, before the system, in the conference, individual, and team.

Interviewer: *What kind of preparation would he put it in with these concepts and taking it to the next level?*

Interviewee: He was constantly learning. He was well read in everything from politics to current events to basketball. He was always watching videos. He was always watching game tapes and always talking in the office to his assistants always thinking. Sometimes things with sound crazy but he would try. He was thinking outside of the box and he was never afraid to try something different. He wasn't afraid of anything. Tweak it and tweak it and tweak it until it worked.

Interviewer: *When he would make these changes how was it perceived by him his teams and from those outside of the program?*

Interviewee: I think he had built a reputation of being a guy who knows what he's doing. When he first got the job nobody cared and then he started winning people looked at him like

'okay he knows what he's doing'. So whenever he changed people understood this guy is changing for reason, he knows something that we don't. I think he has such respect from the players and everyone associated not only in the program but the entire school that no one ever questioned what he was doing because he would explain why he was doing it. It was never just shut up and do it. It was this is our best player we need to get more shots here and we need to get more shots there. He would explain what they needed to do. People knew that he cared about them so they were willing to do what he asked them to do. He cared more about his players as people than players. His door was open to all.

Interviewer: *What were some of the perceptions from around the league when he went to the system?*

Interviewee: Everybody thought that he had lost it. People thought it's not a good way to play just because it was different. People hate different and they hate change because they don't understand it all. Also a lot of people only remember him as running this system when he really only did it for two years out of 27 but they would also see that Emory just beat the defending national champions by 27. Who else did that that year? He didn't care what other people thought he never did so that's why I thought he was such a great leader because he was concerned with his team his players his program and himself. What can you control? You can't control what other people think so who cares. Leading up to before he went to the system with triangle this is something I think he doesn't get enough credit for he invented that. He invented a two out three in screening motion that could have failed miserably and produced four 2000 point scorers. He was really excited that he was could blow people's minds away that he knew something that nobody else knew but that they were going to know after this.

Interviewer: *Do you think that coaches today can succeed with the kind of attitude of I don't care what anyone else thinks?*

Interviewee: I think they have to have confidence in themselves. He wasn't ignorant with these ideas. He was always reading and always trying to learn as much as he could. He used to talk with one coach before games only about what books they have been reading and recommending different books to each other. You have to believe in yourself and believe in what you're doing and surround yourself with good people and you have a purpose a goal in mind.

Interviewer: *How would you describe his leadership style?*

Interviewee: Disciplined. Caring. You know he would have weekly meetings with players and what were you talking about in these meetings? Classes. He expected you to do everything you were supposed to do. If practice started at 5:00 guys are on the floor at 4:45 ready to go. His practices were disciplined and detailed. He was detail oriented.

Interviewer: *How would you describe him as a coach and as a person, were there similarities or differences between the two?*

Interviewee: He coached just like he lived. His daily goal was to be the best person he could be. If you didn't do a good job that day then the next day was to be better. He really had a great sense of humor I think even inside of the basketball program he could keep the guys loose with a sense of humor. I think he was just a really good person and he was willing

to give guys chances. I think that one reason he was able to get people to do what he wanted to do was because they knew he would do the exact same thing he lived the same life. He wasn't saying one thing and doing the other. He was living just like he was asking you to live. He was the best friend that you can have, he would do anything he could to help you. I've messed up a few times but he was always there for me always supporting me because family is more important than anything and he considers all the guys that play for him part of his family.

Interviewer: *Who were some of the people influenced by him beyond just his players?*

Interviewee: It definitely reached out to his peers because he was beyond well respected by his coaching peers. They reach out to members of the community and the surrounding area. I think people just really respected the kind of man he was how hard his teams played. There were several players that told him I wish I played for you.

Interviewer: *Why do you consider him to be a successful leader?*

Interviewee: To lead you get people to do what you want them to do and get them to be successful doing it. To make them better and what I think he instilled was leadership and the rest of us. How many guys have gone on to be coaches or successful in anything because of what he taught us. I think we are carrying his message out into the world. He was a great leader because he lifted us. He didn't just talk the talk he walked the walk and he taught others how to lead and influenced them to become leaders themselves.

Interviewer: *Do you think his leadership is a model for others to follow?*

Interviewee: Without a doubt and not just coaches but for anybody. His true calling was as a motivational speaker. I remember some of the things that he would say and just how fired up he would get guys before game or at halftime. A great story was when we were playing Ferrum. The locker room than was the football locker room, where the two teams actually shared the same shower area. It was halftime and the two locker rooms were separated by a door. The Ferrum coach came in and they were up a couple points but he's upset. Emory was in the top 10 in the country at this point and down at the half. The Ferrum coach started saying how they need to do this and that and then on the other side coach goes berserk. The Ferrum coach told his guys let's hear what Coach Johnson has to say. He went on for about 15 minutes talking about each individual about what they're not doing what they need to do and motivating them to get it together and go in the second half. It just happened to be that he was motivating both teams at the same time.

Interviewer: *Was anything that you noticed that was similar different from others in his field?*

Interviewee: I think coaches are scared to ask for as much from their players as he did. I think coaches are scared to try different things because they might fail. I remember talking to him one time about whether he thought leadership something you're born with or something that you can develop and we were talking about it and I said something like I think you're born with it and he says he developed his and added that he decided long ago he was going be a bad man and I asked him when he decided that and he said when he was three. I think it is developed though, I think he was born with aspects of it but he developed it and passed it on to us.

Interviewer: *What were some of that's that helped develop him in his leadership.*

Interviewee: I think the war deftly shaped him, it answered any doubts there may have been if he was tough enough. The book we read for leadership class was *The Art of War*.

Interviewer: *Were there people he looked to as a leader?*

Interviewee: His dad. Other than that he wanted to do things his own way and I think he saw a lot of guys that he didn't like and ways not to do things.

Interviewer: *Were there any obstacles did he go through in his career? And how would he deal with these obstacles or barriers?*

Interviewee: Persistence, knowing that he was doing things the right way he knew that as long as he was patient his way would overcome and it did.

Interviewer: *What do you think he would consider the key to his life or his career?*

Interviewee: My mom, she was as supportive as anyone could ever be and they were made for each other. They loved being with each other, they were happy as long as they were together.

Interviewer: *What did Emory mean to him?*

Interviewee: I think that he really liked that it was a place that he wanted to raise a family. I think Emory owes him more than he owes Emory. He put so much into Emory and affected so many people.

Interviewer: *What role did being a mentor have on him?*

Interviewee: He loved it; I think he loved instilling his knowledge and others. I think he wished more people took advantage of what he knew. Some coaches would come in and pick his brain but not enough people did.

Interviewer: *What was it like growing up with your dad as Coach?*

Interviewee: It was great growing up with him coaching. It was great going to practice. He let me be a part of the team as a manager, he only once asked me to leave at halftime because he had something he had to say to his team. Those road trips were our family vacations. He made those guys become my older brothers, I feel like I've 10 to 15 older brothers. They know everything about my family, guys I can confide in when I have questions that's who I go to.

Interviewer: *Is anything you would like to add?*

Interviewee: He loved practice much more than games which is why I think practices were so intense. He was always teaching at practice not only about life but also basketball. He has such a great sense of humor. He loved the slow pace of Emory and the friendliness of people and being able to bring his dog with him wherever having his dog walking behind him practice. I think he mellowed a little bit as the years went on.

APPENDIX G

Jamion Christian Interview

(Personal Communication, October 12, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Jamion Christian

Interviewer: *Can you describe your relationship with your Coach Johnson?*

Interviewee: Coach J was the first coach that I worked for but most importantly he acted as my very first mentor.

Interviewer: *What type of coach was he?*

Interviewee: Coach J demanded that his players play with intensity and that they did things the right way on a daily basis. He coached his teams to be excellent at the details and to value the relationship that they had with one another. I would also add that he was a fierce competitor and loved winning.

Interviewer: *What type of person was he?*

Interviewee: One of the toughest people that I have ever met, but he also was one of the most caring. No problem was too big or too small for him to offer his expertise to help guide young people. He had a passion for helping those around him to achieve their very best.

Interviewer: *What was his leadership style?*

Interviewee: He had a very direct leadership style that allowed for each person in our program to always know exactly where they stood. This allowed him to coach our team to a high level every day and did not leave room for our players to question just how good or bad they were on that day. He would let you know exactly what he thought with the hopes that you would take it in and come back as a better player.

Interviewer: *Did his philosophies change over the years? If so, how did they change?*

Interviewee: Yes- one of the rare coaches in the country that could change up his style of play thought the course of his coaching career. We changed in my tenure there because we could no longer find strong back to the basket big men. Because of this we created the Emory and Henry running attack where we devalued the importance of a big by overvaluing the importance of guard play and three point shooting.

Interviewer: *What did he teach about life?*

Interviewee: Coach J was a teacher by trade and therefore he was committed to helping all those around him to learn about themselves and the people around them. He wanted everyone to get outside of themselves and to see that we are all a part of something much larger. That you attitude that day not only affects you but also affects the person beside you.

Interviewer: *What were some perceptions of his work?*

Interviewee: He was perceived to be one of the smartest and most highly respected coaches in the country and he was every bit of that. At some point perception becomes reality!

Interviewer: *What were some of the things he sought from players? Was anything more important than others?*

Interviewee: He wanted his players to value each day and to value the time that they had with one another. These were his biggest values that he wanted our program to embody. He knew that if we did those things most things would take care of themselves.

Interviewer: *How did he handle a player who no longer wanted to play basketball or wished to transfer to another school?*

Interviewee: Well if the player came into his office and explained to him why he wanted to leave coach j would have a tremendous amount of respect for him. If the player did not he shouldn't be expecting any Christmas gifts from coach. He valued people standing up and standing by what they believed in.

Interviewer: *What aspects of his character helped contribute to his success coaching?*

Interviewee: He knew who he was and what he stood for- he was never afraid to do what was best for our program no matter how much he may have hurt him or the individual.

Interviewer: *Who were some of the people influenced by him and how were they influenced?*

Interviewee: His father and Fred Selfe

Interviewer: *Did you consider him to be a leader? Why or why not?*

Interviewee: The ultimate leader, he lived his life in service to guide others for their own daily improvement.

Interviewer: *Do you consider him to be a model to follow?*

Interviewee: I follow his model of leadership and coaching every day.

Interviewer: *Did you notice anything special or unique about his character and or personality?*

Interviewee: He was the most unique person that I had ever meant. He literally could do anything, he was that intelligent and wasn't afraid to study to improve himself.

Interviewer: *Was there anything you noticed in him that was similar or different from others in his field?*

Interviewee: The best in college basketball have a great understanding of the people who they lead and how they can get the most out of them. Coach J knew all the tricks to motivate to get those around him to improve.

Interviewer: *Can you describe some occasions that you spent with him that stand out to you as a reflection of the leader and man he was? (for example a humorous, serious, happy, inspirational, or any other experience/story you would like to share)*

Interviewee: I remember when I first got the job at Emory and I was moving in my apartment, and here comes Coach J and Mrs. J. We talked for a few minutes and then I went on moving in. Well the next thing I noticed I saw Coach J with a mattress on his back carrying up the stairs yelling at me, “Where do you want this?” I just remember thinking wow, not many 300 plus win coaches in the country are going to carry a mattress for their 21 year old assistants. But that’s how coach J was, the little things are big things and people appreciate when you go just a bit farther than expected.

Interviewer: *Were there any events that helped shape his leadership?*

Interviewee: He was an Army Ranger in the Vietnam War and his father was Chief of Staff in the Army (I believe). These experiences helped him to realize his potential.

Interviewer: *Who were some of the people that influenced him and what was the nature of their influence?*

Interviewee: His father and Fred Selfe

Interviewer: *Were there any obstacles or barriers in his career? If so how did he respond to them?*

Interviewee: The obstacle when I was there was the change in the admission standards at Emory and Henry. He then adjusted our recruiting model to fit those who we could get into school and who could help us continue to win.

Interviewer: *What did Emory and Henry mean to him?*

Interviewee: Emory was his life- everything he did was to make Emory a better place for students.

Interviewer: *What kind of effect did he have on you?*

Interviewee: He taught me everything I know. A better question is how hasn’t he influenced me? I came to him as a 21 year old who had just graduated from college. I had a pretty good mind and knew the game but Coach J took me to another level. He taught me that running a basketball program has very little to do with the actual basketball and more to do with working with young people on a daily basis with a plan for success.

Interviewer: *What kind of effect did you notice he had on others? (players, students, coaches, school, community, etc.)*

Interviewee: He affected every person he came in contact with who wanted to better themselves. He had a quality that allowed for those who wanted a great experience were attracted to him and wanted to learn.

Interviewer: *What do you think he would consider keys to his life and career?*

Interviewee: The biggest key I believe he would say is managing people and personalities.

Interviewer: *What were some important words or lessons you learned from him?*

Interviewee: “Let each become all that he is able.” This hung in his office and I have always felt was a huge part of Coach J.

Interviewer: *What role did his family play in his career?*

Interviewee: His family grew up loving and supporting Emory basketball so they were always around and always had an influence. He would take long family trips with them and schedule his day so that he could spend time with them so that they never felt cheated because of his job.

Interviewer: *What role did his players play in his career?*

Interviewee: His players were his world. How we structured everything was around what was going to make them better and to help them the most.

Interviewer: *What role did being a mentor play in his life and career?*

Interviewee: He loved being a mentor to men and young people. This probably drove him more than winning to be honest.

Interviewer: *Did he consider anyone to be a mentor in his life or career?*

Interviewee: Fred Selfe

APPENDIX H

Hank Luton Interview

(Personal Communication, August 18, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Hank Luton

Interviewer: *Can you describe your relationship with Coach Johnson?*

Interviewee: My relationship with Coach Johnson first and foremost is coach player, anything involving on the floor with that, but it was also much deeper than that as far as him being a mentor. He was like one of those guys that come around in your life and everything they say you can't soak up, almost like a father figure but not quite as close as a father figure. He kept his distance at times but as far as life lessons you're always learning from him. So I would think my relationship with him had a good relationship on the floor and even better relationship off the floor. We can't set off each other, like all relationships in time a got better and better. It was Rocky there for little bit but I would say was more of a mentor type of relationship where I was learning a lot from him and I feel he may even learn something from me to.

Interviewer: *Coming into Emory and Henry what kind of relationship did you have when you first got there? Were you specifically recruited by him?*

Interviewee: I didn't know him really before I got there. I knew Coach Russo and my brother was therefore year before I got there, but I high school I didn't really get recruited by any Division III schools. There aren't any Division III schools in South Carolina were I was from. So recruiting wise I was mostly get recruited by Division II schools in that area. So I didn't really know him before I went up there started visiting but there was interest with me and basketball and got to know him a little bit through the process but I think with any great mentor or great man he wasn't one that you would get to know right away it took time and effort on both parts.

Interviewer: *How did his philosophies or styles change over the years while you were there?*

Interviewee: I think the number one philosophy with him was he wanted to challenge the game of basketball. He wanted to see what he could do to change the game of basketball. It was so much bigger to him than just winning games. When I first came in we ran a swing set motion offense where we were moving the ball a lot sent a lot of screens and then we flipped it to the Grenell system, a run and gun all over the place shooting a lot of threes and scoring in 120's instead of 70s and 80s. So his philosophies on the floor was ever evolving. I'll think he was ever satisfied with his philosophy, he was always challenged his mind to get the most out of these kids and most out of the game. But his philosophy in life I think was not necessarily changing but growing. With new kids and new generations and how kids are brought up these days I think to be a good mentor and leader you have to change your philosophy on life but whatever his philosophy was, he

was always challenging himself to grow as a person and we saw that you rubbed off on us and I thank you for talking with any of the other guys they graduated that played under him, the same said of us are life philosophies are always changing ourselves and making sure that were not just living life but living life to the fullest by trying to it the most out of ourselves and the people around us.

Interviewer: *What aspects of his character helped contribute to his success in coaching?*

Interviewee: What stood out from you from coach Jay was that he wasn't afraid to challenge anybody. If he thought there was a different way or something needed to be said and need to speak up and wanted to challenge authority because he thought is the right thing to do he would do it he wasn't a guy who was just going to conform to the ideas of everybody. If you want to say something he was going to say. If he thought somebody was wrong he would tell you were wrong. If he thought he wasn't getting 100% out of you he would tell you. I think, me personally, at first our relationship wasn't very good but he sat me down and we did exit interviews ever ever summer before the summer, and he basically told me he didn't know if he wanted me on the team. That was the first time I've ever heard that from coach because no coaches ever been honest with me like that. I didn't know how to respond to, I really want to be on the team, and I knew I had to change, and I think things about my personality changed for the better. I don't think he didn't necessarily want me off the team, but it was his way of motivating me to become a different person on and off the floor. But he was never shy to say what was on his mind he was his own person and if what he wanted to say hurt your feelings or rubs you the wrong way so be it.

Interviewer: *What were some perceptions of his work?*

Interviewee: I think the perceptions of his work are he's an outside the box thinker and you know the intensity he brings is going to rub off on his teams. When you play Emory and Henry you knew was going to be a dogfight, you never knew what was going to happen. If there was no shot clock Coach J may hold the ball the whole game if he thought it would give him an advantage and teaches his team lessons he might do it. If a team pressed you full-court and he thought we might just press them back to get advantage we might do that. I think other coaches knew that you never know, the only thing that you knew about Emory and Henry wasn't there to play extremely hard for the full 40 min. in a competitive game and you were going be in for dogfight every game. And I think that's his personality rubbing off on his team, how intense he was and how intense his teams were is a direct correlation to the way the league is now. The way his teams were in the 90s, when they were dominating, a kind of springboard the league and look at the league now and it's definitely a top three lead in the nation. Everybody wants to play in that ODAC, and when you look behind the scenes he has his handprints all over as far as national tournament, exposure, ODAC tournament and all those kinds of things. But I would think outside the box and his intensity and other coaches knowing that they were in for dogfight because they knew how intense coach Johnson was and how intense his teams were.

Interviewer: *Who were some of the people that were influenced by him and how were they influenced?*

Interviewee: Coach Johnson his personality was so big that everybody on that campus was influenced by him, you had no choice. He was very visible every day, a couple times a day, you would always see him Mrs. J MP walking around campus and no matter who was a student, a teacher, a staff member, he was getting greet you with a smile say hello how are you don't. So I think everybody knew who he was and knew all about the stories. The whole athletic department benefited from having coach Johnson on the staff and a lot of the coaches at higher levels don't teach anything but coach Johnson always had classes that he taught and I know numerous kids we went to school with that didn't play basketball but their lives were affected just as much as our lives just from being in class for one semester. So his reach was campus for wide and when he talked about a campus of 1000 kids is not a whole lot of kids but those thousand kids are from 500 different places and those different places, I'm sure they're teaching their lessons to other people and it can spread around the country. So there's a broad range of things and people that are better themselves because of coach Johnson and being around Emory and Henry are campus.

Interviewer: *Did you have them in class and did you see any parallels and differences in the way he led his class versus the way he laid his teams?*

Interviewee: I think there is a lot of similarities. Coach Jay always said that his goal for team was to walk into practice and sit on the bleachers and watch them go through the practice. Being led by the players. In ways that was similar to his class, his class was a little unorthodox in the sense that it was such an open discussion type of class. Everybody knew he was the leader but the whole class, you have to be aware and attentive to what was going on in class or you would get lost. And if you got lost nine out 10 times he would kick you out of class. So he challenge you in class to think outside the box as well. If he asked me Hank what's 2+2 assets for he would probably follow up that question with are you sure about that. And at that point when a guy like coach Johnson asked you if you're sure about that you automatically think maybe I'm not too sure about that and he would challenge you and I think a lot of people would say that his classes were some of the best classes they took in college just because they were so fond the things that you talked about and the things that you did, whether you were in there for an hour and a half or 50 min. however long the class was you felt like you were only in their for 10 or 15 min. and college kids loved it and no one being class AI be doing other things but one coach Johnson's classes were over you felt like you wanted more. And it was the same things with basketball, how many programs do kids after practice hung around all the time and just love being around the program is because of the guys coach Johnson was molding. Some think there were a lot of similarities between the way he led his class and let his teams probably the main difference would be his language.

Interviewer: *What was his leadership style?*

Interviewee: It goes back to that intensity level, he had a great knack for talking to kids. You can't talk to every kid the same way, and he had a great understanding of that. He can make a group of guys do whatever he wanted to just by talking to them. he didn't just yell, when you think of intensity you think of a guy who's yelling all the time but that

really wasn't coach Jay. He had a way of words that he could talk to you and make you feel how important your role is on the team and make you figure out how to do that. He was a very good communicator and he would give you a little bit of leeway to speak the so he was also a good listener and so he taught us to be a good communicator you have to also be a good listener. He had a very good way of setting the team down and letting them know he wasn't happy with something and he wouldn't necessarily tell us how to fix it but he would give us the tools to figure it out and we can go from there.

Interviewer: *What type of person was he?*

Interviewee: Intense is probably the best word you can use to describe him, whether it was off the court or on the court. I think he was probably intense while he was sleeping. He was a very intense person and he wasn't afraid to get into you, he would challenge you every day whether on the court or off the court. He wanted to see the best out of all his guys'; he really cared about all his guys. When he would walk into the gym the level of play or the attitude of guys would totally change when he walked in the gym because you knew how intense he was which made us more intense. He was very focused and he put a lot of thought into everything he did. And I think a lot of the guys on our team would translate that into their academics their social life. Our team didn't have a whole lot of knuckleheads but we had a lot of guys who were determined and you could tell by the guys graduated from the program and how successful they are now outside of the game. I think a lot of the guys who went to the program are intense individuals because it.

Interviewer: *What type of coach was he*

Interviewee: He was definitely an outside the box thinker as far as coaching. He made you think about things before you did it. It was never a clear-cut answer for anything, there was always some thought behind everything. We did things that were out of the ordinary to conduct challenge our minds and bodies and also challenge the game. As far as in general what type of coach he was, he was a good coach, he got the best out of all his players he tried to squeeze as much talent as he could out of guys he was really more of a life coach than a basketball coach.

Interviewer: *What did he teach about life?*

Interviewee: The number one thing he taught us all was your character would sit you apart from other people. That's in anything, and life, him playing sports, and your relationship with your wives or spouse your kids, your characters what makes you the person you are and we always did things like that, exercises, whether on the floor off the floor in meetings or listening to speakers that would challenge who we were as people, what made us who we were and will, character we had. We had a lot of guys who came into the program where their character was never challenged before the coach Johnson did a good job of challenging that character and molding people, molding these young guys into men and like I said before have moved on to become very successful now. Character building was number one in that program. He could care less, I mean he obviously wanted to win 20 games a year and go to ODAC finals but I think he was more proud of the fact that his kids graduated and were moving on to grad school or careers and becoming successful family members and fathers and citizens in the community.

Interviewer: *Was he a model for you to follow? If so, why?*

Interviewee: I think number one everybody can't do it. It's a challenge to live up to coach Johnson's expectations and what he teaches you but if you can accept the challenge have to be humble, you have to look at yourself and recognize some the mistakes that you made and understand that you're not perfect and ask yourself how I change to live a better way. So you have to be a person is very selfless in looking into your personality and see things that you can improve on. And a lot of people are willing to do that, a lot of people are stubborn or selfish and not necessarily to their fault – as who they are. But everything coach Johnson taught us was about character and trying to mold us into better human beings to get the most out of your life. I don't think everybody can do it but I think it's a great way and great philosophy to have. I think without question this is the way I live my life, I don't even think about it anymore issues who YM from being an Emory and Henry basketball player or even in Emory and Henry student. The things that he taught us I try do every day and how he ran his basketball program I try and run my office and help run our basketball team at the high school but I think it takes a special individual and I think that's why a lot of kids when they first come to Emory Henry to play basketball you're either a four-year guy or you leave right away. There's no in between you either do it or you don't, you can't fake it and I think that's a lot like in life if you embrace it it will help you when life but it's not for you it's not for you you just find a different path and I don't think coach Jay would say that there's anything wrong with that he would just try Oeste find your role and get the best in your life and that's what we strive to do every day.

Interviewer: *Do you think he looked for something in his players coming in to Emory and Henry? Do you think he looked at something to try and minimize the one-year guys versus the four-year guys?*

Interviewee: I think an aspect of talent if you have a guy that's really good he saw how that player could help the program and if that talent fits in with your program and you would deftly want him on your team. But he probably took it another step forward, I'm sure he would want to see how serious you were about your grades what kind of person you were. A lot of the guys in the program were high character guys to begin with, obviously some of them were, but how well can you really get to know all the players in a year recruiting them. When you're recruiting 20 other guys and you already have 20 guys on the team and you have your family and other things to worry about I think is twofold. Towards the end of his career I'll think it mattered I think he wanted to get kids in. He was so confident in his ability to mold young man that it didn't matter what kind of kids he got, I think he thought that he could get them on the right path and 9 times out of 10 he did. And a great story about that his last couple years we had a kid from up north who came in and was a northern type of guy. The first time he saw Cows was at Emory and he was a good kid but he wasn't playing a lot didn't necessarily buy in his first year and I think he even quit and came back but he eventually got it and it wasn't even basketball guy it was off the floor. He is in med school now. He was even the commencement speaker for his class. Things like that is a perfect example. A kid came in that he probably didn't have a great relationship, the rescission coach probably had a better relationship through the recruiting, and I really believe to this day no matter what that he helped mold that kids future whether it was motivating Tam to reach for the stars, you

know she's like that old saying for high school coaches the kids at high school hate the high school coaches when they get on and they ride him but five years down the road they thank them for being tough on him because that's what they needed at the time. That's very similar to coach Johnson with the Connick guys he recruited. So I would say he wanted high character guys and guys get to play and guys that he felt he could help mold.

Interviewer: *Can you describe some occasions that you spent with him, both coaching related and non-coaching related?*

Interviewee: There's a lot of little times that it was just me Coach Johnson catching it quick laughter goofing off but to Coach Johnson you knew you would never get really really close to. He kept a safe distance from his players it is coaches, not to mean or say that we didn't have a great relationship because I think towards the end of the my career we did have a great relationship but he wasn't one of those guys that you were discovered go over to his house but the game on and watch an NFL package all day. There were a lot of head butt times where he would get on the and I may not have appreciated it and didn't know what he was doing but in the end it was great for me. I don't think I have one simple occasion where it was just me and him, it was always more the team setting where he would have the guys over at his house for dinner, and those were special moments because we got to see him off the court. But he can't kept his distance and I think that was part of a strategy he didn't want people to get too close tool.

Interviewer: *Was there anything specific (characteristics, traits, attitudes, beliefs, etc) that you noticed in him that was different from other people in his field?*

Interviewee: The main difference that I saw between coach Johnson and the other coaches in the league was that I really felt he was coaching the whole person it wasn't just about basketball. And I can't speak solely on the other coaches because I don't know their background and I'm sure those guys are really good coaches and get the best out of their players on off the floor too. But I think that that was really almost more important, the winning games. Molding men in his program was a huge difference for me. I see guys that would do anything for coach Johnson. Guys would be willing to check in the game and go when and only set ball screens for somebody else, people just want to do things form they didn't want to disappoint him and I think nowadays coaching is totally different. Now players disappoint their coaches all the time on the floor it's almost routine. That's a tough question I just think he was all about the whole person on the floor and off the floor and a lot of coaches nowadays it's all about winning, not so much emphasis on developing the kids.

Interviewer: *What do you think he would consider the key to his life?*

Interviewee: I think get a lot of keys to his career he always taught us things are going to happen, acting as a going to happen in your life and it's how you deal with that. How do you wake up the next day move forward because it's inevitable there's going to be tragedies that happen to everybody so how do you pick up the pieces and move on. How do you face challenges and work on a person are you when these challenges hit. When things are good things are great but when there's a challenge how are you going to respond. I think that's a key to his philosophy. I think the number one thing with him was

showing up. You show up every day, he would quote and say something like 90% of life is just showing up. If you have class get to class on time. If you have practiced get to practice on time. That was his big thing, just show up.

Interviewer: *Were there any barriers or obstacles in his career? How did he respond to them?*

Interviewee: As far as the team there were obstacles every year. The main obstacle every year was developed that chemistry with the guys who were there the new guys coming in. That was a huge obstacle because Tina his close off the floor is a team that's close on the floor so that was kind of an obstacle every year. Coach Johnson in, whether he knew it or not, did a good job of being able to play him first the team. So we had no choice but to rally behind each other and stick together and all the guys before me did a good job of running the team chemistry aspect and I like to think the guys with me what we graduated we were doing a good job of that as well and so on and so on. So I think every year there was a school for coming together as a team. As far as obstacles for him is very well documented that he had cancer twice in his lifetime and both times while he was coaching. The most recent Tom was during our senior year which was his last full year of coaching. Huge obstacle to have to deal with the best paying full and that stressful in your body and still trying coaching team. Wake up every morning go to work in a time where be so easy to just give in and just focus on fighting the cancer so it was a huge obstacle for him every day that year firm just to be there. He was there every day, he never stopped. As far some of it coaching obstacles that he had to face, the game is changing almost every day. He had to change his philosophy based on his players. If you're not college coach with challenges I don't know who you are. He did a good job of facing case challenges head on and he taught us the same thing and I think that's how a lot of his players react to many challenges in their life, face it head on, and see what happens.

Interviewer: *Who else should I talk to for this research?*

Interviewee: His wife, his son, and his daughter they would help show a different side of him. Any of his players any of the staff at Emory and Henry were coaches in the conference anybody that knew him, if you know what you have a story so there are a lot of people that would be good for this.

APPENDIX I

Justin Call Interview

(Personal Communication, November 2, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Justin Call

Interviewer: *Can you describe your relationship with Coach Johnson?*

Interviewee: Coach Johnson was my college basketball coach for three years, from 2001-2004. I also had him for class (Coaching & Basketball) during my senior year. Coach was a mentor and friend after my career as a player. He is someone I respect and admire and I think of his impact on me often.

I was actually recruited for football, so Coach did not talk to me much at first. When I visited for football I met with Coach J and he was honest and straightforward with me. He didn't try to sell me on the school and the program. He just told me what it was about and left the decision for me. I always admired him for that, because many times during the recruiting process you see coaches just trying to tell someone what they want to hear. I didn't choose E&H at first, but ultimately that meeting with him stayed in my mind and it brought me back.

While playing our relationship was much like it was with all players. He demanded that I strive to be my best on the floor, in the classroom, and in everything. He was tough and sometimes seemed cruel, but I always knew he cared and wanted me to succeed. He always made sure he did not do things for us that we could do ourselves. That made me become more of a leader whether I wanted to be or not. My senior year, he began to show more trust because it seemed I earned it. At that point, it was almost like I had arrived and our relationship became more mutual rather than strictly player/coach.

After my playing career he was there to help in any way, listening, giving advice, and encouragement. He was a true mentor and stayed true to himself. He never told me what I wanted to hear, he told me what I needed to hear. He was honest, hardworking, and tough, something I strive to be.

Interviewer: *What made you decide to transfer to Emory and Henry?*

Interviewee: The opportunity to play basketball and go to a school that fit me. The reason I chose E&H was that initial meeting I had with Coach. I know what to expect and I knew I would develop as a player and person. I wanted to be pushed and knew I would be there.

Interviewer: *What type of person was he?*

Interviewee: He was tough but genuine. He was straightforward and honest and lived a life of integrity. He was a competitor who believed success came from the preparation, not necessarily the result. He truly cared about all people. It was sometimes tough love, but it was always in our best interest.

Interviewer: *What type of coach was he?*

Interviewee: He was the same type of coach as he was a person. He demanded your best and he was tough, but he wanted all the players to succeed. He loved preparing in practice and then expected us to perform in games. He truly taught life-lesson each day using basketball.

Interviewer: *What was his leadership style?*

Interviewee: He led by setting high expectations and then giving what you info or tools needed to reach those expectations. He helped you by holding you accountable. He did not do things for you, but he empowered you. He knew how to read people and could push the right buttons. He knew who could ride and who he needed to ease up on. However, when doing that, he never compromised his expectations. He was a great leader because he had a way to get the most out his players and students and developed a mutual respect.

Interviewer: *Did his philosophies change over the years? If so, how?*

Interviewee: Yes and No. His philosophies regarding the game changed some over the years as all coaches do. You must change as the game changes. Of course, his philosophy majorly changed when he went to the “system.” However, his attitude didn’t change about the game. No matter what the system, he believes in playing extremely hard, being prepared, and being tough. All of teams were a reflection of him. Nobody wanted to play E&H no matter the talent level, because they were going to play hard and be prepared. His philosophies of creating men stayed constant. He believed in integrity, hard work, and preparation.

Interviewer: *What did he teach about life?*

Interviewee: I believe that Coach J saw that to be successful in life you have to work at it. You have to be prepared and you can’t prepare for everything you going to see in life, but you can prepare yourself to how you will react. You can control the way to react to everything. I think he believed that life was about hard work and preparation. Most importantly, he believed that you did things the right way. You treated people the right way and always looked to make an impact. One thing he said was, “You cannot direct the winds, but you can adjust the sails.” I think this applies to his view on everyday life.

Interviewer: *What were some perceptions of his work?*

Interviewee: In anything he did, he did it to his absolute best. I never witness coach doing anything halfway. I often think about this: he told me one time that you should always do everything as well as you can, because it is the most important thing to someone. He always gave all people his attention when they were with him. He was always in the moment.

Interviewer: *What were some of the things he sought from players and students? Was anything more important than others?*

Interviewee: He demanded much of what I talked about in the previous question. He asked his students/players to give their absolute best in anything they did. If you’re in class, do your assignment to the best of your ability. If you’re in practice, do they drill to the best of your ability. Always go as hard as you can and be the toughest person on the floor.

However, with that it was important that you did it the right ways with respect and integrity.

Interviewer: *What aspects of his character helped contribute to his success coaching?*

Interviewee: I think what made Coach so successful was that he never compromised what he believed in. He didn't settle for excuses from players, he held them accountable for everything (grades, behavior, performance).

Interviewer: *Who were some of the people influenced by him and how were they influenced?*

Interviewee: I think all of his players and students have been influenced by him, whether they may realize it or not. They were influenced by the fact he expected more from them than maybe they had ever expected of themselves. I know many of his assistants were influenced by his work ethic and allowing them to work on their coaching abilities to move up the ladder.

Interviewer: *Did you consider him to be a leader? Why or why not?*

Interviewee: Coach was the definition of a leader because he influenced other to do things they may not thought they could ever do. He could bring people together for a common goal, so yes he was a great leader.

Interviewer: *Do you consider him to be a model to follow?*

Interviewee: He is one person I often think about and try to model myself after on a daily basis. I think his work ethic, preparation, and his ability to hold people accountable are things I try to emulate.

Interviewer: *Did you notice anything special or unique about his character and or personality?*

Interviewee: I know it sounds repetitive but I just think the biggest thing with his personality was that he was so honest to everyone. He told things the way they were and the way they should be. You always knew where you stood with Coach.

Interviewer: *Was there anything you noticed in him that was similar or different from others in his field?*

Interviewee: I think the biggest thing I noticed is that Coach truly prepared students and players for life. Most coaching today is only concerned with wins and losses and will often compromised integrity to get those wins. Coach taught things when needed in everyday life using basketball as the vehicle.

Interviewer: *Can you describe some occasions that you spent with him that stand out to you as a reflection of the leader and man he was? (for example a humorous, serious, happy, inspirational, or any other experience/story you would like to share)*

Interviewee: One of the things I remember is when he pulled me in and challenged me after my first season. He told me the things I needed to work on and then made the comment if I worked hard at it then I could be an All-American. I never thought of myself as that caliber of a player, but he made me believe it and pushed me to work that hard. The other thing that stood out was a conversation after I graduated. My team that I coached was

struggling with little talent and we weren't winning and I was frustrated and down. He just asked me why I was coaching. He knew I had lost perspective and was looking at the results and not the process. I try to make sure I'm not worried about the wins and losses now that I'm just working to make the kids I have better players and people. The wins will take care of themselves.

Interviewer: *Who were some of the people that influenced him and what was the nature of their influence?*

Interviewee: I think he was greatly influenced by his military background and I'm sure many of those men were important to him. I'm sure his father was very important with his military background. Coaching wise I know Don Meyer was someone he respected because they had many of the same beliefs.

Interviewer: *Were there any obstacles or barriers in his career? If so how did he respond to them?*

Interviewee: Just like anyone he had many obstacles. The one that remains on the forefront is his battles with cancer. He approached them just like he did anything else in life. He was tough and he battled hard without complaint. He prepared and did all he could to make sure he was giving it his best fight. Any obstacle that came his way he approached it the same in my opinion. Get a plan, work hard at the plan, and be tough and overcome it.

Interviewer: *What did Emory and Henry mean to him?*

Interviewee: E&H was a special place to him. He showed that in his work and his everyday life. You put your time into something that is important to you, so obviously E&H was important to him. He felt that the institution gave him a way to inspire young people. The beliefs of E&H as an institution mirrored his beliefs, so it was a perfect match. They both believe in preparing young people for success and for servant leadership.

Interviewer: *What kind of effect did he have on you?*

Interviewee: He had a major impact on my life as referenced in the questions above I often think about Coach J and what he would do in certain situations.

Interviewer: *What kind of effect did you notice he had on others? (players, students, coaches, school, community, etc.)*

Interviewee: He cared about others and wanted to make sure they reached their potential and it was obvious that he had that impact on everyone he had continuous contact with.

Interviewer: *What do you think he would consider keys to his life and career?*

Interviewee: Preparation, hard work, and integrity.

Interviewer: *What were some important words or lessons you learned from him?*

Interviewee: Here are a few sayings I remember him emphasizing:

- Character is what you do when no one is looking.
- When our time arrives, it's too late to prepare.
- Never do for someone what they can do themselves.

Interviewer: *What role do you think being a mentor played in his career?*

Interviewee: He enjoyed and relished the opportunity to develop people in any way. He loved to mentor young coaches. It is apparent with the success of his assistants that he liked mentoring. He often talked to me about coaching at the high school level. He would mentor by letting you work hard and doing many things that other wouldn't have the opportunity to do to gain experience. He would let you learn from mistakes.

Interviewer: *Is there anything I should have asked or you would like to add?*

Interviewee: Thanks for the opportunity to do this!

APPENDIX J

Eric Scott Communication

(Personal Communication, October 14, 2012)

In response to your questions I would like to say the following:

My relationship with Coach Johnson was like captain and soldier. He was a man I respected to the fullest. He made me, along with other teammates, a part of his family while we were at Emory. He stood up for me during games. He challenged me to be not just a leader (captain) but one that would accept responsibility during the good times and bad. This man was a contact on my first two resumes.

He was a coach and friend. I met Coach Johnson on a visit to Emory and Henry. He didn't recruit me. We met and that was that. I thought he could get me an education and playing time. I went there with Stan Eggleston and we had a ball. I called Coach he said Stan was coming thus I said I was coming. Funny thing is he told Stan just the opposite. I'm glad he played us like that. As a player I was afraid of coach. He was very intense and took no b.s. He demanded a lot from us, me in particular. I was a freshman captain and starting point guard. He drove me hard and made examples out of me in practice and locker room at times when I thought I was doing what he asked. By my senior year I knew what he was thinking as well as he knew what I was going to do. We grew together as coach and player, teacher and pupil, winners (we were the first group to make sweet 16 with him), and friends.

Coach was a no nonsense coach. Show up early. If you arrive on time you are late. We kept a notebook of quotes. We had classroom before practice. We did tours when we had time on a trip. Basketball was more than a game and he taught us life lessons as well as the game. He stressed mind over matter and you were in better shape than your opponent. We practiced in such heat that other teams would be wiped by middle of the second half. One team didn't turn on the heat when we played them just to get back at us.

I am not sure of others he has influenced; I can only speak of my relationship with him. I feel he is a role model but he was human. I took away qualities that I felt pertain to my life and have used them. For instance, treat people with respect but stand up for what you believe in, even if it isn't popular. See your project to the end. Just be real. Coach was not into a lot of razzle dazzle. Understand, coach was Emory and Emory and Henry was him. It was a place where he raised his family, a family that took precedence over all things. Coach believed in hard work and I think the hard working folk around Emory could relate to that.

If you ask me and the group of guys that started with me when did winning and attitude start at Emory, it was a trip to Otterbein College just before thanksgiving 1984. We were being manhandled in every sense of the word. That halftime speech was legendary. We were all called names, individually with eye contact. When we returned we knew what it felt like to bust butt and have it done on you. We upped the ante went to work and started a run that put my senior year team in the NCAA tournament and lifted the play of others that followed for next 8 years.

I hope this is what you were looking for.

Eric Scott

APPENDIX K

Nathan Davis Interview

(Personal Communication, September 26, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Nathan Davis

Interviewer: *Can you describe your relationship with your Coach Johnson?*

Interviewee: Coach Johnson was a mentor, someone I counted on for advice and a good friend.

Interviewer: *What type of coach was he?*

Interviewee: He was tough, but fair. He was really smart and extremely loyal.

Interviewer: *What type of person was he?*

Interviewee: Same as he was a coach: tough, fair, loyal, and kind.

Interviewer: *What was his leadership style?*

Interviewee: It was based on honesty, challenging everyone to reach their full potential, and discipline.

Interviewer: *Did his philosophies change over the years? If so, how did they change?*

Interviewee: No, I don't think it did.

Interviewer: *What did he teach about life?*

Interviewee: He taught how to live up to responsibilities, to hold yourself to a high standard and to live your life in a way that you put the needs of others before the needs of yourself.

Interviewer: *What were some perceptions of his work?*

Interviewee: I can't really say what others thought of him besides having tremendous respect for him.

Interviewer: *What were your perceptions as a player, playing against him? What were your perceptions coaching with him?*

Interviewee: Playing against him what stood out was how tough he seemed and how tough his teams were. Working with him I was really struck by how much thought he put into basketball, his team, and his players. He was very organized and thought about basketball on, for lack of a better term, a different level than I had been exposed to at that time.

Interviewer: *What were some of the things he sought from players? Was anything more important than others?*

Interviewee: Loyalty and effort. Giving everything you had every time out.

Interviewer: *How did he respond if a player no longer wanted to play basketball or wanted to transfer to another school?*

Interviewee: He was more disappointment that it hadn't worked out.

Interviewer: *What aspects of his character helped contribute to his success coaching?*

Interviewee: The same things I seem to keep mentioning: loyalty, impeccable character, and working hard.

Interviewer: *Did you consider him to be a leader? Why or why not?*

Interviewee: Yes absolutely. You can't be at the head of a basketball program without being one. He motivated, taught, and comforted when needed.

Interviewer: *Do you consider him to be a model to follow?*

Interviewee: Yes

Interviewer: *Did you notice anything special or unique about his character and or personality?*

Interviewee: I was always struck by his ability to balance the needs of his team with the needs of his family.

Interviewer: *Was there anything you noticed in him that was similar or different from others in his field?*

Interviewee: All the good coaches/leaders have a certain presence. He wasn't any different in that respect. He was demanding but fair. What really struck me was that he was the first coach I was around that did a great job of balancing coaching with the responsibilities he had with his family.

Interviewer: *Can you describe some occasions that you spent with him that stand out to you as a reflection of the leader and man he was? (for example a humorous, serious, happy, inspirational, or any other experience/story you would like to share)*

Interviewee: I remember vividly a conversation we were having in his office about a player and a situation with him traveling with the team on an overseas trip. The player he was planning on bringing hadn't been on the team the previous year. In order to take him he was going to have to leave someone who had been in the program. I stated my case as to why he couldn't do it. He didn't like what I was saying, but he listened with an open mind and ended up agreeing with my assessment of the situation.

This was an invaluable lesson for me as a young coach. Someone as good and respected as he was would listen to a first year assistant with an open mind. It was eye opening.

Interviewer: *Were there any events that helped shape his leadership?*

Interviewee: There were many I am sure. His father, his time at West Point, and his time as an Army Ranger in Vietnam.

Interviewer: *Who were some of the people that influenced him and what was the nature of their influence?*

Interviewee: Hard for me to answer this one. From a coaching standpoint he spent a great deal of time with Don Meyer, Charlie Brock and others.

Interviewer: *Were there any obstacles or barriers in his career? If so how did he respond to them?*

Interviewee: Emory & Henry was, frankly an awful program when he took the job. I am not sure that they had won more than 1 game the year before he became the head coach. He turned them around into a national power with 6 straight NCAA Tournament appearances. He looked at the problems and difficulties as challenges and found ways to be successful despite those challenges.

Interviewer: *What did Emory and Henry mean to him?*

Interviewee: It was home.

Interviewer: *What kind of effect did he have on you?*

Interviewee: Even though I only worked for him for a year I think about the things he did every day. I often ask myself how I think he would handle situations.

Interviewer: *What kind of effect did you notice he had on others? (players, students, coaches, school, community, etc.)*

Interviewee: The guys that played for him swear by him. The guys that work for him do as well. They all would tell you he is like a father.

Interviewer: *What kind of effect did he have on the ODAC?*

Interviewee: He had a tremendous effect on the league. His success forced others to do better in order to compete with his Emory and Henry teams. His style of play forced others to come up with different strategies to beat him.

Interviewer: *What do you think he would consider keys to his life and career?*

Interviewee: Loyalty, discipline, and love.

Interviewer: *What were some important words or lessons you learned from him?*

Interviewee: There isn't a particular thing he said, but there were many lessons. Some that stand out are accountability, loyalty, discipline, having an open mind, understanding that I don't have all the answers and there is more than one way to be successful.

Interviewer: *What role did his family play in his career?*

Interviewee: It was the most important thing to him.

Interviewer: *What role did his players play in his career?*

Interviewee: They were second to his family.

Interviewer: *What role did being a mentor play in his life and career?*

Interviewee: One thing I do remember him saying was, and I am going to paraphrase was, “If all I am is a basketball coach I am not doing much with my life.”

Interviewer: *Did he consider anyone to be a mentor in his life or career?*

Interviewee: I am certain he did, but I am not sure who they were.

Interviewer: *Is there anything I should have asked or you would like to add?*

Interviewee: One thing that you should notice is the success that all of his former assistant coaches have had in their careers. This isn’t a coincidence. He gave you responsibility. He taught you, developed you to be good at your job. He gave you guidance in getting the job done without micro managing you. He held you to a high standard. And because of the person he was you woke up every morning and went to bed every night not wanting to disappoint him. He was as good a human being as I have ever had the pleasure to be around. I treasure the year I spent with Coach Johnson and his family in Emory, VA. If it wasn’t for him, I would not be where I am today.

APPENDIX L

Robert Lineburg Interview

(Personal Communication, September 20, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Robert Lineburg

Interviewer: *Can you describe your relationship with your Coach Johnson?*

Interviewee: I was an assistant basketball coach at Emory & Henry from 1991-1993. It was my first job out of college. I had known Coach Johnson through my cousin, Mike Young, who played and worked for Coach. I maintained a relationship with Coach through the years up until his untimely death. I never called him Bob even into my 40's he was always "Coach" to me.

Interviewer: *What type of coach was he?*

Interviewee: Bob Johnson was leader and then a coach. He was a master motivator who was able to get young men to play at an uncomfortable pace. Coach was extremely demanding but he cared deeply about his student-athletes. I believe Coach always saw his position as vehicle to make these young men better in all phases of their lives. He taught so many valuable lessons. I will never forget getting off a charter bus and the team leaving it spotless after a long trip. Several years later, as I got off the bus on my first road trip with a DI program, the team left behind an awful mess-food, soda bottles, and trashes everywhere-Our head coach never said a word. I was so embarrassed and the only thing I could think of was Bob Johnson never would allow that to happen. You took care of all the little things with Coach. I thought about the guys who had to clean up after our spoiled DI team and it made me sick!

Coach taught me how to take care of uniforms, equipment, and basketballs. He would say "we don't have a lot here but we are going to hang on to what we do have and take great care of it." Years later as a DI Athletics Director I get angry when I see basketballs unsecured and strewn all over the arena. Basketballs aren't cheap and you don't want them disappearing.

From a pure coaching standpoint, he was an excellent in all phases. He was an astute teacher of man-to-man defense. His teams played great on the ball defense but the principles were built around great "quick help and recovery." Defense was played with fierce intensity, focus, and concentration. An opponent was going to absolutely earn a shot and most times it was challenged. His teams rebounded very well many times getting the maximum out of 6'4 inch power forwards who boxed out and out and pursued the ball with reckless abandon.

I loved what he taught on the offensive end-mostly pure 5-man motion (although this would change in later years). At times he would incorporate a 4 around 1 or a 3 out 2 in motion but the commonality of it all resulted in a layup or an open three-point shot. We

had excellent guards in Derrick Elmore, Jimmy Allen, Ted Gibson, and Dy Norman. They shot it well and really understood the concepts of motion offense.

Interviewer: *What type of person was he?*

Interviewee: He was about family, the team, duty, honor, and intense loyalty. He was a true friend and mentor.

Interviewer: *What was his leadership style?*

Interviewee: Coach Johnson had a unique background derived from a family that served. His father was a General in the Army, Coach went to West Point, and then served as an Army Ranger in the Vietnam War. He had more leadership skill in the tip of his pinky than most men ever dream of having. His leadership was based on experiences few will ever have. I think when you have led a platoon in the jungles of Vietnam with the sole purpose of keeping your troops alive and completing the mission, the rest of your life is seen through a totally different lens.

But Coach never stopped exploring leadership. He was an avid reader with an incredible thirst for learning. He is one of the smartest men I have ever been around. He loved coaching and loved E&H but Coach Johnson could have been a CEO, a doctor, a lawyer, hell, the Governor. He just had a unique skill set and personality that made you want to follow him. He was enthusiastic about life! I always admired his tremendous enthusiasm for teaching his Western Civilization Class! He didn't do anything half-ass. It was full speed ahead and it was contagious to all around him.

Interviewer: *Did his philosophies change over the years? If so, how did they change?*

Interviewee: It is hard for me to answer that as I was only with him two years. My guess is he might have changed offensive or defensive schemes but he never wavered in his principles. He had his own Mission Statement and Core Values that he took to the grave but only after instilling it in the young men he mentored.

Interviewer: *What did he teach about life?*

Interviewee: He was as good as I have ever been around in making sure you took care of the little things. You write a thank you note, you dress the right way, you look people in the eye when you talk, shake hands properly. He taught so many lessons. He taught his student-athletes public speaking by having a rotation of speaking duties during team breakfasts. Can you imagine what this did for the kids who were shy? That stuff changes lives! Mostly, he taught that if you go out in life and you are unselfish in all you do and you serve your neighbor, good things will happen.

Interviewer: *What were some of the things he sought from players? Was anything more important than others?*

Interviewee: He sought effort and excellence in everything you did. I ran his camps as a coach and we didn't have many kids attend and it could have been a babysitting service. However, Coach made sure it was the best camp in the country. It was his mission to ensure that every second the kids were in the gym that they were going to learn the game of basketball. If his student-athletes were officiating, they had better be going full speed

and taking great pride in being the best official they could be. He just demanded great effort. This all carried over into our lives.

Interviewer: *Who were some of the people influenced by him and how were they influenced?*

Interviewee: Page Moir, Head Basketball Coach at Roanoke College, became very close with Coach. E&H and Roanoke are bitter rivals but they developed an extremely close relationship. It says so much when you become close with your competitors; it certainly speaks to a tremendous respect.

Interviewer: *Can you describe some occasions that you spent with him that stand out to you as a reflection of the leader and man he was? (for example a humorous, serious, happy, inspirational, or any other experience/story you would like to share)*

Interviewee: When I was on the staff there, Jack Ginn was one of the football coaches. Jack loved Coach and Coach loved Jack. To this day, Jack Ginn is one of the smartest people I have ever known. Virtually every day Jack and I would migrate back to Coach's office and he would tell us stories, sometimes draw us into debate, and many times challenge us to think deeper than we ever had. He told stories of sleeping in trees in Vietnam while huge bugs and snakes crawled around and over him. He talked about college sports, higher education, and politics. He also talked about his hatred of Hampden-Sydney and referees! (I sure that dissipated in later years). I was really privileged to be a part of those conversations.

Interviewer: *Were there any events that helped shape his leadership?*

Interviewee: I am sure West Point and being an Army Airborne Ranger shaped it greatly. I also think he loved to experiment with leadership. I believe he put the team and perhaps his classes in positions to examine how people react under different circumstances. Leadership to Coach was a lifelong process. He never stopped learning.

Interviewer: *Who were some of the people that influenced him and what was the nature of their influence?*

Interviewee: I know his Dad was a huge influence. General Johnson was the Army Chief of Staff during the Vietnam War. I am sure there were others along the way.

Interviewer: *Were there any obstacles or barriers in his career? If so how did he respond to them?*

Interviewee: Absolutely. I am sure there were obstacles at West Point and in the Army. I have to think too that it can't be easy trying to live up to the accomplishments of a famous father. E&H is also a tough job. He had some lean years that certainly required tremendous perseverance.

Interviewer: *What did Emory and Henry mean to him?*

Interviewee: He loved E&H. He wasn't just the basketball coach; he was also a member of the faculty. He had so many great friends; Fred Self and A.L. Mitchell stand out. He loved those guys. For years, he was on the football staff. He also had a genuine affinity for DIII Sports in general. In many ways he was the face of the University for many years.

Interviewer: *What kind of effect did he have on you?*

Interviewee: He had a tremendous effect on my life. He gave my first job. I wasn't worth a damn but I got better. He saw potential in me and he pushed me to get better every day. I was selfish and entitled and helped shape into a better person and coach.

Interviewer: *What kind of effect did you notice he had on others? (players, students, coaches, school, community, etc.)*

Interviewee: When you teach the values of teamwork, selflessness, respect, honor, work ethic, and excellence you can't help but have a positive effect on the lives of everyone around you. The ones who didn't buy in are the ones who lost out on a life changing experience.

Interviewer: *What do you think he would consider keys to his life and career?*

Interviewee: His job was a family affair. He loved going to work every day and his family played a huge role in it. Behind every great man there is a great woman and his wife was a huge part of the family atmosphere of the program. Coach Johnson had unbelievable passion for life and teaching.

Interviewer: *What were some important words or lessons you learned from him?*

Interviewee: "What's up with the group beer"? A great lesson for me- Coach and Mrs. Johnson and Mike Young and I drove to Knoxville to see the Vols play football. On the way home we stopped at a convenience store to get gas. I promptly walked into the store and purchased my own beer and nothing for anyone else. He busted my butt the whole way home: "hey pal, how is that group beer"?! I have never one time since served myself first! I also still have a coffee mug he gave for my birthday in 1992 that simply says "Coach" on it. There is a message on that coffee cup: everyday get up and coach the right way.

Interviewer: *What role did his players play in his career?*

Interviewee: When you played or worked for Coach Johnson it didn't end when you graduated or went on to the next job. He was with you for life-you were one of his. He was so incredibly proud of "his guys." I am convinced that his favorite times in life were sitting in that barber chair with his family, and a few former players and coaches with an ice cold Bass Beer in his hand. He and Sherri cherished those moments.

Interviewer: *Is there anyone that you feel would be important to include in this research?*

Interviewee: Mike Young, Jack Ginn, Page Moir, Bob Warner, Derrick Elmore, Leon Hill, Jimmy Allen, Duane Moore, Mark Hanks, and Becky Self.

APPENDIX M

Kirby Dean Communication

(Personal Communication, October 9, 2012)

My very first memory of Coach J was during my freshmen year at Eastern Mennonite University. Heading into my first game against E&H I had never seen or met the man but I knew that he was probably as intimidating and individual as I had run across after only about 5 minutes of game time. I can never remember a time prior to that or after, that I was actually more influenced by the coach than I was by the players I was competing against. I couldn't decide at that point if I would want to play for him but his presence cast a shadow that was undeniable.

During my sophomore year at Eastern Mennonite the game we played at Emory & Henry that year was probably the best game any team I ever played on ever played. Emory & Henry had a great team and we were awful! Somehow, every player on our team played the best game of their lives and we snuck out of there with a victory. I never knew that would be the only time I would defeat Emory & Henry as a player during my 4 year career. It was amazing to see how Coach J handled the defeat. It seemed to me that if he were to lose that things might get crazy but it was the opposite. He was very complimentary to our team. That was when I first began to gain an intense respect for Coach J and how he coached his team and lived his life. After that game I began to watch Coach J a lot closer, I was curious as to what made this man tick.

As my college career continued to fly by at an incredible rate of speed I continued to study Coach J. My respect grew each time we competed against his teams. I was amazed at how hard his teams competed (especially on the defensive end), I was amazed at how his players responded to him, and I was amazed at how he communicated with opposing coaches after the competition was over. I was especially intrigued by how the players on the Emory team responded to coach Johnson. For a coach to be that intense, that demanding, that hard, it was incredible how those players would obviously run through a brick wall for that man. Never having had the pleasure to play for him or coach with him, I may never know all the details of why kids respected him so much but even from the distance of an opponent you could see that his character and his love for the kids created the culture of respect.

During my junior year I already knew that I wanted to go into the profession of coaching. As a part of one of my classes I was ask to write a paper on what I would want my team to look like someday when I became a head coach. I can remember specifically writing that I wanted my teams to resemble Bob Johnson's teams at Emory & Henry College. I talked about the incredible intensity of defense, the unselfishness on offense, and the way the man carried himself on the sidelines as my main points in the paper. That was probably the first time I ever expressed in writing what had been developing in my mind and heart over the years as I competed against and watched Coach Johnson and the Emory & Henry program. I still think of that paper and the goals I set for myself and my future program back then and I think it does look at least a little like that program I wrote about back in 1990.

My first year out of college I worked as an assistant at EMU and during the first round of the ODAC tournament that year I experienced a great story involving Coach 'J'. Emory was the 1 seed and EMU was the 8. Just a couple days prior to the tournament game we had played at

Emory in the final game of the regular season and gotten blown out by 40. We didn't have the athletes to run with Emory but had actually engaged in a track meet type game in that final regular season game as part of a plan to upset them in the first round (matchups were already set prior to the final regular season game). For the tournament game we did exactly opposite of what we had done in the final regular season game. In this game, we were milking the shot clock down on every possession only shooting once it was inside 5 seconds. As the first half was winding down our plan was working to perfection. We actually were leading for most of the first half (this after getting demolished just 6 days earlier). We had one player who was as good as anyone Emory had (Vaughn Troyer) but he was the only player we had that could compete with the Wasps. As the first half was winding down we milked the shot clock (as we had been doing the entire first half) and with 1 second on the shot clock Vaughn Troyer did what he had been doing the entire first 20 minutes, he rose up over everyone and knocked down a 20 foot jumper as the shot clock buzzer went off. I guess at this point Coach Johnson had taken all he could take and he exploded off the home bench and screamed: "Would someone please guard that son of a bitch!" Moments later during a free throw, Vaughn came over to the bench and leaned over to ask me if I heard what Coach Johnson had called him. I responded "Yea I heard him, he called you a Son of a Bitch." Vaughn who was as conservative a Mennonite as we had on the team at that time looked back at me and said "that's the best compliment I've ever gotten." I'm sure there are stories like this all over the ODAC, I'm just glad I got to witness this one for myself.

As my coaching career began I continued to observe Coach J from afar and occasionally even had conversations with him. During my 8 years as an assistant coach at VMI I was able to build a pretty good relationship with Coach Johnson which was something that meant more to me than he would have ever known. In 2003 I became the head coach at Eastern Mennonite and I remember thinking that the only thing I wanted to do that would piss coach J off would be to beat his team on the court. I wanted to be sure that I didn't do anything else that would annoy him in any way. I knew that he would respect me if my teams played clean, hard, and fair, so that was my goal. I am so thankful now that I became the coach at EMU in time to compete against Coach Johnson. I always wanted to coach against the best and got my chance!

One odd thing to my association with Coach Johnson is the amazing number of really close relationships I have with those with direct connections to him. One of my assistants (Mat Huff) played for Coach Johnson and one of my other assistants (Bill Hale) graduated from Emory and played football there. Three of my closest friends in the coaching profession are Mark Hanks, Mike Cartolaro, and Jimmy Allen, all guys who are members of the Coach Johnson coaching tree. I have also become friends with Leon Hill, Preston Gordon, Derek Elmore, Jamion Christian, and Dewayne, just to name a few. Each and every one of these guys is absolutely top notch as good as it gets. Integrity is the word that comes to mind when I think of all these guys. I have to think that is a direct reflection of the influence of Coach Johnson on their lives. Once one of those guys who had played for Coach Johnson told me "Coach 'J' really likes you for some reason Kirby." Not many things could have made me feel prouder than that comment from one of Coach Johnson's protégés.

In closing I would also like to mention my respect for Mrs. Johnson as well. For years I enjoyed watching her at games because of the passion she showed in support of her husband. I've never seen someone who could harass officials like her. Crazy thing is that obviously my wife must have been watching her over the years because now she displays the same type of passion during my games. No matter who you could talk about who had a close association with Coach Johnson, you can see that anyone who was passionate about life and about winning,

would be attracted to him. Though I was always on the opposite sideline first as a player and then as a coach, I'm a better person through the association I had with Bob Johnson.

APPENDIX N

Mike Cartolaro Interview

(Personal Communication, October 8, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Mike Cartolaro

Interviewer: *Can you describe your relationship with your Coach Johnson?*

Interviewee: My relationship as a player was good. In our relationship coaching he helped me from the very beginning in my career. Coach had me teaching the coaching class which really helped! He covered the details of a successful coach.

Interviewer: *What type of coach was he?*

Interviewee: Intense with high expectations but he was fair. He was always searching for ways to make us better players. He was very committed to his team and job.

Interviewer: *What type of person was he?*

Interviewee: He had a great sense of humor, was highly intelligent, and always in search of new ways to make us better people.

Interviewer: *What was his leadership style?*

Interviewee: He had a military style, which worked for me. He was demanding but fair. Coach was a born leader of men!

Interviewer: *Did his philosophies change over the years? If so, how did they change?*

Interviewee: His approach to the game was a never ending process of trying to maximize the talents of the team. He did change his style of play from a defensive emphasis to running on offense.

Interviewer: *What did he teach about life?*

Interviewee: Life lessons teacher would be the perfect description of coach. And he did this through basketball. He did not make excuses, always ready for a challenge, and never felt sorry for himself. His actions spoke volumes.

Interviewer: *What were some of the things he sought from players? Was anything more important than others?*

Interviewee: He looked for a willingness to come to work every day and give it your best. Being a team player and a “foxhole buddy.” Respect the game and demonstrate a toughness of how to play.

Interviewer: *How did he respond to players that no longer wanted to play basketball or wanted to transfer to another school?*

Interviewee: He was always helpful for anyone that played for him.

Interviewer: *Who were some of the people influenced by him and how were they influenced?*

Interviewee: All of his players, many of us followed him into the teaching and coaching profession.

Interviewer: *Did you consider him to be a leader? Why or why not?*

Interviewee: No doubt, he was a born leader. Leadership means making decisions that often are not popular but correct. Coach could do that.

Interviewer: *Do you consider him to be a model to follow?*

Interviewee: Yes I find myself saying and doing as coach did. As for me he was a model but maybe not for everyone.

Interviewer: *Did you notice anything special or unique about his character and or personality?*

Interviewee: He had courage beyond the average person.

Interviewer: *Was there anything you noticed in him that was similar or different from others in his field?*

Interviewee: Coach would tell you straight up how he felt, no sugar coating, especially in the early years.

Interviewer: *Can you describe some occasions that you spent with him that stand out to you as a reflection of the leader and man he was? (for example a humorous, serious, happy, inspirational, or any other experience/story you would like to share)*

Interviewee: He left me with practice, so I had the team without him. A tough situation especially since we were all the same age group. He knew it would help me with my career. Walking out of Pfeiffer University we heard a loud sound which was a kid's plastic baseball bat and he hit the deck in a split second. When he got up he had those survival eyes and just said 'sorry, old habit!'

Interviewer: *Were there any events that helped shape his leadership?*

Interviewee: Vietnam

Interviewer: *Who were some of the people that influenced him and what was the nature of their influence?*

Interviewee: His father, who survived the death march. I think his relationship with Coach Selfe, they both were bigger than life.

Interviewer: *What did Emory and Henry mean to him?*

Interviewee: Everything, he was always trying to make it a better place for everyone, he was very proud of Emory and the improvements during his tenure.

Interviewer: *What kind of effect did he have on you?*

Interviewee: He was without a doubt the major influence on me as a coach and teacher.

Interviewer: *What do you think he would consider keys to his life and career?*

Interviewee: A very strong work ethic and self confidence in his ability. He was a student of the game just like us, he never stopped learning.

Interviewer: *What were some important words or lessons you learned from him?*

Interviewee: Stand for what you believe in and don't let anyone out work you.

Interviewer: *What role did his family play in his career?*

Interviewee: Very much a big part of his success and like all coaches had his family fully involved in day to day activities.

Interviewer: *What role did his players play in his career?*

Interviewee: Coach was very proud of all his players and how they took his lessons with them.

Interviewer: *What role did being a mentor play in his life and career?*

Interviewee: Very important, many of us considered him our mentor and he prided himself in trying to help us.

Interviewer: *Did he consider anyone to be a mentor in his life or career?*

Interviewee: I would assume his father

Interviewer: *Is there anything I should have asked or you would like to add?*

Interviewee: No, hope this helped

Interviewer: *Is there anyone that you feel would be important to include in this research?*

Interviewee: Any players you can locate, they are all over.

APPENDIX O

Paul Russo Interview

(Personal Communication, November 14, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Paul Russo

Interviewer: *Can you describe your relationship with your Coach Johnson?*

Interviewee: I was a three year player for Coach Johnson and was his starting point guard for all three years. Our relationship began as he was the first college coach to come to my high school for a practice. I remember him sitting in the top row of the bleachers with a stern look on his face like it was yesterday. At that time, I was unfamiliar with the recruiting process and in my young arrogant mind; I believed that a college coach was there to impress me and to sell me on their college. The initial handshake was firm and the introduction was not warm but very businesslike. I thought this a little bit awkward and as we walked back to my high school coach's office there was not much conversation. As we continued walking we passed an elderly woman moving a table. As I walked past her I felt a strong tap on my shoulder and heard something I would never forget, "Son, are you going to watch her move that table or are you going to help her."

I was not able to get into Emory & Henry out of high school and attended Roanoke College. I attended there for a semester and did not do well academically. Coach and Mrs. J happened to be sitting next to my parents one evening at a Roanoke game as they were scouting. Their conversation revolved around how I was not happy with my current situation and Mrs. J shared that coach was very disappointed that I did not end up at E & H. After a terrible semester of no studying and staying out too late, I was left for home with a dismal GPA and limited options. I received a phone call from my high school coach who had spoken with Coach J. He had presented me with the option of working my way into getting accepted into E&H with certain terms. I was to move to Emory, VA, take classes at Virginia Highlands Community College, and live in his basement.

My relationship with Coach J as a player was very intense. Tough love was an understatement at times. I wore the blame for a lot of what happened on the floor and it was overwhelming especially during my first season. I know now that for every tongue lashing I received and every sprint that I ran, he was empowering me in front of my teammates. He was giving me credibility amongst my peers. If I could accept the repercussions of our failures, they had to listen to what I said. It was point guard school 101.

Interviewer: *What type of coach was he?*

Interviewee: Coach J was master motivator. I often hear players say they would "run through a brick wall for coach," at E&H, that was the least we would do. We would sprint through that wall. Some players play hard for coaches because they don't want to let them down; we played hard in fear of what would happen if we did not. Most of us did not understand

the answer to the question “why” until years later. This was the true beauty of Coach J. You did not ask the question why, you did what he said because he said it. You figured out the answer at some point.

Interviewer: *What type of person was he?*

Interviewee: Coach was a very regimented person. I believe that this was a result of his military upbringing. He did not stray from the schedule much, dinner was always at 6:30 at the Johnson home, and coach drank the same Fosters Oil can every evening. He enjoyed talking about sports and enjoyed time with his former players. I truly believe that these were his closest friends. I think that he had a certain respect for those who made it though his program because he knew the demands he had placed on them. He would always speak his mind, regardless of the time or place. There was never any guessing about what he was thinking. He did not mind those awkward moments at the dinner table where he would passionately disagree with something you had said. He loved Motown music and would often say that they don’t make music like this anymore. He was also extremely well read. Reading was a big part of his life and I think it allowed him to relate different things to the game of basketball and his coaching. Coach J was also a huge movie buff. During my time as an assistant, we spent many hours in the movie theatre and coach loved a good comedy. He had a very funny side to him; he enjoyed a good laugh over a beer. He had a true love for dogs. He appreciated the relationship with man and dog and I can remember a picture in his home that read “be the person your dog thinks you are”

Interviewer: *Did his philosophies change over the years? If so, how did they change?*

Interviewee: Contrary to what most people think, I believe that Coaches philosophy did not ever change over a 30 year coaching span. It may have looked different, but it never changed. If I could explain his philosophy in short, I would say that he believed that long term success could be found in a player’s ability to give maximum effort and play without any fear of failure. He knew that this philosophy would not only bring success out on the floor, but will also provide success to all of us in life. He would always say. ‘It’s a good way to live’

Interviewer: *What did he teach about life?*

Interviewee: Everything he taught was about life. He knew that the things that made good players, also made good students, good employees and employers. He knew that good teams modeled successful businesses. Everything was about the big picture and basketball was a safe atmosphere to teach life lessons, some more difficult than others.

Interviewer: *Who were some of the people that influenced him and what was the nature of their influence?*

Interviewee: I believe that Coaches background in the military definitely helped shape who he was as a basketball coach. The great emphasis on preparation was a great example of this carryover. “You can never go back and do the work”, “When our time arrives, it is too late to prepare” These are sayings that ring in my head when I think about preparation. He taught that you can never cheat your preparation. Being a good teammate was also a theme that I believe carried over from his military experience. Watching your brothers

back. We often did a foxhole test in our team meetings. The foxhole test made you write down who your most trusted teammates that you would want on your back and sides in a life or death situation. Being a “foxhole guy” is something that he respected more than anything.

Interviewer: *Was there anything you noticed in him that was similar or different from others in his field?*

Interviewee: I think that what made Coach J different from his peers in the profession was his ability to think outside the box and to go against the grain. This was very evident with our transition to the Grinnell system but I witnessed this every day coaching with him even before the switch. Most of our offensive sets and ideas were a result of our conversations in the office as opposed to something someone else was doing. He would say stuff like, “let’s just try this and see what happens.” He loved to do things that were different. I remember that we implemented an out of bounds set in which 4 guys ran around in a circle until the ball was handed to our player which at that point they broke to the ball. He loved when that play worked and we got a good look. He did not care what other people thought, in fact I think he gained enjoyment out of people disagreeing with what he was doing, and looked forward to confronting them. Confrontation was something that he embraced and never shied away from. He knew that confrontation was necessary in a leadership position and I also feel that it made him feel very alive and juiced to have a good confrontation. It was his nature, his military background.

Interviewer: *What was it like for you to become the head coach after Coach Johnson had to step down?*

Interviewee: It was an honor to take over for Coach Johnson. I also knew that it would come with its fair share of challenges. The community and basketball world had associated Emory & Henry Basketball with Bob Johnson for the past 30 years. He knew that I would stub my toe multiple times as a 26 year old head coach and I was very fortunate to share an office next to him during my first years. We would take walks on the golf course with our dogs early in the morning where I would just listen to him speak. I cherished those conversations. I understand more and more each day the meaning behind those talks. “If leadership was easy, everyone could do it.” He was right, it takes courage to hold people accountable and to do the right thing even if it results in short term negative outcomes. I reflect on our conversations often. Like all the others that played for coach, we realize that his lessons guide our decisions and behaviors every day of our lives. This was his gift to us.

APPENDIX P

Andrew Hart Interview

(Personal Communication, August 18, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Andrew Hart

Interviewer: *Can you describe your relationship with Coach Johnson?*

Interviewee: I played for Coach Johnson for two years. He recruited me to come to Emory and Henry play for him. I played for him for two years, to a half years and he got sick and had to take my junior season off, so I played for 2 1/2 seasons for him and then when he had to take off he was still around just not coach.

Interviewer: *What was your relationship while you were being recruited?*

Interviewee: He was never really active recruiting wise, it was more of his assistants in what they did, but he made it a big deal when he came to your games. He did come to a couple of my bigger games and that's kind of what sold me and made it a big deal.

Interviewer: *How did his philosophies or styles change over the years while you were there?*

Interviewee: This gets a little bit skewed with me because I've talked with some of the older guys so much that I know that he had changed over a 10 to 15 year period. In the few years I was with them you can see him begin to start to delegate some powers and it made his role when he was involved even more important. You could see as he got a little bit older he was a little less in everybody's face and kind of a background guy that was in control of everything and made decisions.

Interviewer: *What were some of the things he sought out with players (talent, character, etc.)?*

Interviewee: I would say as far as recruiting with kids and the kids he wanted to keep on the team, he wanted above anything else somebody who can work hard and then he wanted tough guys. He always talked about how he wanted guys to be tough mentally and be physically tough. So I think that's what he looked at as far as players. He wanted tough guys, and in the classroom it was the same thing. He expected the same things from the students. He wanted everything in on time, he wanted the students committed to the class, and he was just as tough on them as he was us. So I think he was a little less on talent and more for hard-working tough people.

Interviewer: *What aspects of his character helped contribute to his success in coaching?*

Interviewee: The fact that he was so bold and what he believed in and that there was no change. We said he would embrace change, but as far as his core beliefs he wasn't going to change his actual beliefs. I think there are not a lot of coaches anywhere that have that characteristic; you know that you were not going to talk him into something that he didn't really believe in. He believed in what he believed in and acted consistently on it in

everything that he'd talk to students at his players and I think that's what helped make them so successful; just his boldness as a person and his boldness and what he actually believed.

Interviewer: *What were some perceptions of his work?*

Interviewee: From inside the program the perceptions of him were phenomenal. It was all based on the fact we respected him and loved him and believed in everything that he was teaching us. You would get one or two every year that did accept that and wouldn't make it and that with sometimes you would find that with a group on the outside to. A lot of people may not have understood or accepted what he was trying to do. Some may have even though some of the things were crazy, as far as his playing style and his approach to teaching and coaching. But from the inside the perception was pretty strong from about everybody. We believed in what he was doing and that's why we would play 3 or 4 years and graduate from the program.

Interviewer: *Who were some of the people that were influenced by him and how were they influenced?*

Interviewee: Basketball players were probably the most influenced by him. Going down the line, he influenced other colleagues and other coaches that were at Emory and Henry at the time, professors, and any faculty that worked with him. In some capacity you can even sense that how much he really influenced others and how much they thought about things he taught. And of course the students in class. You would have numerous people out on reunions and tell coach J stories just from class and they would say some of the same things we were learning in basketball that they learned in class. So everybody on campus while he was there seemed to get something out of him. Even more so now that I'm out of the community and in the field you see other coaches that coached against them were some of his best friends and were influenced in some ways and do some things the way he did and take things basketball wise from him. So it's amazing how many people he really influenced.

Interviewer: *What was his leadership style?*

Interviewee: It's interesting because it's kind of like he was passed down from one class to the next class to the next class. It's not like he came in here and sat down from day one and said this is how I coach this is what I do this is how everything is going to go. You picked up the vibe your freshman year from the older guys and down the line it just continued. There was so much respect and everything that he said that images, but given that that's how you approached it. So his leadership style he didn't necessarily just talk a whole lot, which made it when he did talk that much more important.

Interviewer: *What type of person was he?*

Interviewee: His personality and the way he coached did not waver to me one single bit. You get a consistency among really good coaches when that happens and in my opinion that's the way it was. His personality was exactly the way he coached.

Interviewer: *Do you think that that consistency helps relationships especially among players?*

Interviewee: Yeah I think that that consistency helps player see that's the same way you are on and off the floor. You can't be "buddy buddy" and then all of a sudden switch gears and want to be in one hundred percent control in practice. So I think you always knew what to expect out of him and I think that helps.

Interviewer: *What type of coach was he?*

Interviewee: He was authoritarian but at the same time he wasn't like a dictator. He didn't control every little aspect of coaching but, as anyone else would say, he demanded so much respect out of every single one of the players and was so well respected by the guys in the locker room. He was in charge.

Interviewer: *In this authoritarian style would you say he was open to other ways or was he set in the way he wanted?*

Interviewee: Yeah I think that he was very much open to change. He just wanted the best for each season and whatever your roles were with whoever was on the team. He was bold to what he believed but at the same time he was accepting to change.

Interviewer: *What did he teach about life?*

Interviewee: Everything. There wasn't a day in a meeting or him practice that you didn't learn something about life. The entire program is built around teaching kids how to be productive in society, which means we're teaching life lessons every single day. We had specific basketball meetings that had at points nothing to do with basketball; it was strictly about different things about life. The curriculum of basketball in the program was learning how to be a successful person.

Interviewer: *Were there any similarities or differences that you noticed in him from other coaches in his field?*

Interviewee: There are certainly some differences, one being how bold he was sticking with what he believed in. But another one was he really took no excuses. It could be something simple in basketball or in class and he wouldn't take an excuse. If something happened there was a reason and you can figure it out and fix for next time. I've never seen someone so committed to the fact it you can always do better and you can always make up for something that you did wrong in the sense that there wasn't an excuse for it. I think that's something that a lot of the guys that were there and played for him picked up on it took for the rest of their life.

Interviewer: *Was he a model for you to follow? If so, why?*

Interviewee: Definitely. You take something from every coach. And more so from any coach I've ever been around, I probably take the most from him. He's definitely a model for anybody to follow after. It was a blessing to be a part of it and learn from him.

Interviewer: *Can you describe some occasions that you spent with him, both coaching related and non-coaching related?*

Interviewee: I don't have a specific story but there were several instances where you can see him and his character in a lot of different capacities. Honestly his basketball character

being stern leader that he was one thing but we got to see him a lot at his house for meals for holidays and you got to see, and it was sort of inspiring that he was the same guy and very consistent but at the same time he was very much a family guy and had a great relationship with his wife. When you actually see people actually doing what they're teaching you that is pretty cool to always be around. After he got sick it was pretty inspirational when he would come around and occasionally give us a speech, not necessarily a pregame speech but he did come back that year and talked several times and I don't think you could've heard a pin drop in that room I'll think there was ever so much attention to somebody's speaking and he spoke in that locker room for 30 years prior to that. So it was it cool to see him in different capacities inside and outside of the office he was always a pleasant person to talk to be around and it was neat to see every aspect of his life at different points.

Interviewer: *What do you think he would consider the key to his life?*

Interviewee: I think his key to being successful was being who he was and starting with attacking the day. Winning every single day was the philosophy. It was a John Wooden type of philosophy. You don't get the day back so you have to win every single day. I keep coming back to this and how a million things that has nothing to do with basketball. You have to get better and you have to do things right every single day. I think that's a key for him and would be one of the first things he would point out. One of his keys to me for him to be successful was bar none Mrs. J. To have family be rooted deep and be supportive of them and have them be supportive of you; that's what allows you to be successful in the long run.

Interviewer: *Were there any barriers or obstacles in his career? How did he respond to them?*

Interviewee: Looking back I can think of four or five occasions and whatever it was he approach it the same exact way, like his military background he was going to war. If he had something wrong he was going to attack it and he did in every case. I remember hearing story when he first got sick and was diagnosed with cancer for the first time he showed up to his office the next day with his head shaved and said he was ready to go to war and that's just how he attacked everything. There was something that went on early in the 90s I went on his coaching career and he stuck to what he believed in he wasn't going to back down from what he was teaching and he got to do that. Plenty of times we had some bad seasons here and there and we didn't do as well as we could have or he wanted to and weren't getting certain players recruiting wise and that's when he decided to go to the system. That, speaks on how he deals with stuff like that he wasn't getting give up and quit or give an excuse that we can't get the big post players at Emory, he was cuffed find a way to keep getting better and find a new way to do things and that's what he did. So I think if there's one thing we all took out of it was learning how to deal with adversity and deal with obstacles and that came from him.

Interviewer: *What relationships were most beneficial to his coaching career?*

Interviewee: Coach Selfe was probably his best friend and had actually just passed away when I got there, but as it is at Emory I felt like I knew him through hearing all the different stories. I know that was one of his biggest relationships, they were almost identical coaches that believed in similar principles. But I would say the number one influence I

can see in his life was his wife. There's no doubt in my mind he was the person he was because she supported him hundred percent. To everybody he may not have been the most respected person and there were people who had different perceptions of him but to have somebody to stick with you through thick and thin and through the ups and downs that was really big to him and you could tell.

Interviewer: *What kind of effect did he have on you? Teammates? Classmates?*

Interviewee: I would feel comfortable to say that every single person that he coached, I can say this pretty confidently that he changed their lives. He changed all of us whether we know it or not, but we all know that's where it came from. He changed the way we think about things the way we act as professionals in the job world, he changed nearly every single way that you approached life because it is such an important time in your life when you're learning how to be an adult, and he was there to guide you through that every year. I hate speaking for everybody else but I'm fairly confident that everyone would say the exact same thing. I actually went back and spoke to the basketball team last season during the meeting, everything we learned in that locker room I use 90% of every single day working as a teacher and as a coach. Every single day. And he goes back to what I learned from Coach Johnson. There's not a single day that goes by that I don't either point out to myself how I know what I have to do and I know where I got that from. And I'm in the same field in an educational field but it's the same with people in other fields whether business or any field that you're in, the same thing happens to everyone. Taking everything that we learned from the locker room from him and using it to succeed out in the real world.

Interviewer: *Who else would be important to include this project?*

Interviewee: Dean Qualls has been there for long time and new coach for long time Dr. Morgan, he's been that Emory for 20-25 years and has been on coaches committees and very involved with athletic programs, several faculty members, Coach Russo is probably the guy who knows most basketball wise as he played and coached under him.

APPENDIX Q

Greg Vannoy Interview

(Personal Communication, November 1, 2012)

Interviewer: *Daniel Cantone*

Interviewee: Greg Vannoy

Interviewer: *Can you describe your relationship with Coach Johnson?*

Interviewee: Coach Johnson was a coach, mentor, and friend to me during my years at Emory.

Our relationship began from afar as I worked my Freshman year (1992-93) with the Football and Baseball Programs as an Equipment Manager, and as a workaholic I picked up Basketball the next year (1993). Coach Johnson quickly became a sounding board to me and a wealth of knowledge. I had such a unique relationship with him and with the team, due to the fact that I was welcomed in the locker room to hear the player's side of things as well as in the coaches meetings to hear the Coach's side of matters. I was constantly aware of the turmoil and power struggles between players and coaches, coaches and coaches, players and players, and all this gave me a very unique vision into how to handle matters on a daily basis.

I'd say one of my greatest qualities came from these times, I easily see all sides of an issue now. I can see things from an administrative point of view, a workers point of view, and a public perception point of view and this has benefitted me greatly in my daily tasks.

Interviewer: *What type of person was he?*

Interviewee: Coach J was demanding. He expected to do his best every single day and he expected you to do your best every single day. He was fiercely loyal I remember being on the 1998 trip to Brazil with the "elder statesmen" of his program years and just watching and listening to stories of days gone by and how much every single one of those players still confided in him and made him their first reference on job applications and loved him, genuine love, for a man that made them be better players, students, teammates, and men.

Interviewer: *What type of coach was he?*

Interviewee: Enthusiastic, demanding, driven, he was the same as a boss, everything I did for that program mirrored his attention to detail on the floor. No one may have ever noticed but each bag was packed, each towel was folded, and each practice and game was managed identically each and every time. Repetition and things become second nature as you practice those correctly. Small things foster success in big things.

I wanted to please him. There was nothing better than getting a "good job" or to have him be unexpectedly pleased with something being accomplished before he had to point it out. He noticed those things, not many people do and he always pointed them out. He always made sure the people who did a good job knew they did a good job.

Interviewer: *What was his leadership style?*

Interviewee: Coach J's leadership style was hammered out during his military service I believe. Having worked at the United States Naval Academy, I saw so many instances of how working for him mirrored the daily chores and tasks of so many of those folks I worked with.

Coach J had a binder (binders) filled with his whereabouts, his calls, his lunches, every minute of every day since he'd been the head coach at Emory. He was religious about updating schedules, timelines, goals, and documentation. You can't know where you're going if you don't know where you've been. He knew where he'd been and he knew where he was going.

Interviewer: *Did his philosophies change over the years? If so, how?*

Interviewee: Absolutely. I think a huge change came about during my time at E&H. We went to a Christmas trip to Antigua and upon our return I noticed a significant change his demeanor. We played Calypso music in the gym, we talked so much more in depth about his past and his family, and he strongly encouraged me to suck the marrow out of life; to live each day not in pursuit of some Sisyphean goal but to live it so that it was well-lived and that the definition of what that meant was going to be different to each and every one of us.

I think he wanted to know men's hearts, he looked on to experiences fondly as if savoring those moments and relationships more and he became much more relaxed in varying environments and willing to let go of certain things that used to be contentious to him.

At the end his sole task was to honor his friend, Fred Selfe, and I saw the old resolve and clenching of teeth come back as he fought the good fight to see one last project completed perfectly. His life wasn't perfect, he failed time and again, we all do, but he knew that even though each of us could never be perfect all of us together could do something perfect; that we could strive with each other to be more than any of us could dream of being alone. He missed his friend, as uncommon a couple as they were, they made each other better and I can only hope that they know now just how much better they made each and every one of us in the process.

Interviewer: *What did he teach about life?*

Interviewee: I'll insert my favorite poem here:

"If" by Rudyard Kipling (1916):

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
'Or walk with Kings - nor lose the common touch,
if neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!

He gave me this poem my sophomore year and I can't tell you how many times I've delved into these words and found comfort in the simplicity of them. These are the things he taught me.

Interviewer: *What were some perceptions of his work?*

Interviewee: Coach J was well respected within the coaching community but the thing that was lost on so many folks who never had the opportunity to experience it was how amazing he was in the classroom. He taught several classes on leadership and coaching but if you ever had a chance to sit in on his Western Tradition classes, then you honestly were subjected to the greatest teacher of those pages on campus. He lived those things, he experienced other cultures, and he had seen firsthand how the various philosophies and leadership styles had forged other countries. His eyes lit up talking about those things and he was knowledgeable on every one of them I'd have put him against anyone on campus in a debate and wagered on him and doubled down if there was a knife fight at the end.

Interviewer: *What were some of the things he sought from players and students? Was anything more important than others?*

Interviewee: Honesty, integrity, effort, and timeliness. Of all these things I'd say he asked for timeliness more than anything. Now he valued all the others immensely but I'll never forget him saying that 90% of life is just showing up and it's true. If you have guts

enough to “show up” to ask out the pretty girl or take on the difficult project you may in fact just win the day by being the only one who shows up.

Interviewer: *What aspects of his character helped contribute to his success coaching?*

Interviewee: I think his knowledge of everything else other than basketball helped him immensely. Not one of us would hesitate to ask him about a project or about an idea that we had and not one of us thought twice about discussing the global geopolitical community with him because he was well read on all of it and if he wasn't Sherry (Mrs. J) was and she'd correct him where he was wrong.

Some people thought he was an asshole and that's because he was but the difference in the viewpoints taken by those people and by the folks who really knew him can be explained by this simple fact: They saw a basketball coach and a P.E. teacher and we saw a warrior-poet that had lived and saw more in his life by the age of 25 than any of them have to this day and those factors change the way you see things and they change the way I look at things today. A man's title usually can't come close to painting a true picture of who he is, you have to hear about the journey to understand that.

Interviewer: *Who were some of the people influenced by him and how were they influenced?*

Interviewee: I think his coaching tree alone is pretty amazing. The number of High School and College coaches and leaders that came out of one small Division III program is unique.

Coach J also influenced so many other folks that weren't even a part of his program: other coaches, staff, players from other teams, high school coaches that I saw him spend countless hours with during summer camps discussing everything from Middle East politics to the pick and roll.

So many people that knew him well remember so much more about him than anything that happened on the floor that bears his name. I'd say none of my top 25 memories of him had anything directly to do with basketball.

Interviewer: *Did you consider him to be a leader? Why or why not?*

Interviewee: Absolutely. He set goals and took a group of people towards those goals. Now, those goals might not have been measurable by any statistics sometimes they were but many times they were intangible goals: be great, do the small things well, love your family, and be bold. Those things that he led us in by example are measured only in the success of those who knew him and gleaned some of that drive from him and implemented it into their lives and the lives of their families.

Interviewer: *Do you consider him to be a model to follow?*

Interviewee: Absolutely. Do I agree with everything he ever said, or did? No way, that would be impossible but the framework, the desire, the knowledge, and the people skills are things will always be a great part of my life.

Interviewer: *Did you notice anything special or unique about his character and or personality?*

Interviewee: His character and personality were definitely unique in their totality. His background was so varied, and his story so full, that it made you strive to fill your own pages with life.

Interviewer: *Was there anything you noticed in him that was similar or different from others in his field?*

Interviewee: He'd kill me for saying this but Bobby Knight comes to mind, not the crazy throwing chairs Bobby Knight, but the one who won the right way: graduated players, did the little things right every time, and accepted nothing less than your best. How many great teams did Bobby knight have? Now, how many great NBA players came from those teams? One, Isaiah Thomas, a Hall of Famer. Same thing for Coach K at Duke, I can't name one player from Duke who has been an elite athlete(Rivers may get there), yet those kids won together, played hard as a group, and won so many games. Yeah, they were "Blue Chippers" at least some of them anyway, but the ones who were became bound together with those that never laced the shoes up again after graduation. Coach J did that, he got kids to play hard, he got kids to believe, and he got me to believe in myself that's for sure.

Interviewer: *Can you describe some occasions that you spent with him that stand out to you as a reflection of the leader and man he was? (for example a humorous, serious, happy, inspirational, or any other experience/story you would like to share)*

Interviewee: Brazil: From the time we left Emory to the time we got back to Emory were probably the greatest 8 days of my life. It had it all: personal time, traveling with his family, traveling with old teammates that were successful already in their next life, and accompanied by other league players who were experiencing Coach J for the first time. Great food, amazing stories and in a restaurant during one of our last night's there, with hundreds of people dancing in unison around a player, he and I watching from the stairs above and he put his arm around me and we looked at the sea of humanity below and he smiled. He was happy in that place, in that moment he was happy, content. It was everything he loved.

Interviewer: *Who were some of the people that influenced him and what was the nature of their influence?*

Interviewee: His father, General Harold K. Johnson, had to be the biggest influence on him. His driven style and demeanor lend themselves heavily to growing up the son of very influential and driven man.

He was also influenced greatly by his wife, Sherry, in fact we all were and are. She reined him in when he got too far onto a tangent and was the only person I ever knew who could stop him cold in mid-thought. The mutual respect between those two was an amazing and rare thing in a marriage, a friendship, or any partnership for that matter.

Interviewer: *Were there any obstacles or barriers in his career? If so how did he respond to them?*

Interviewee: He had bad knees, cancer, and several other trying times and he attacked those just like he attacked everything else in his life: head on, no excuses, and what happens, happens. All he could do was all he could do. If he lost, he lost.

Interviewer: *What did Emory and Henry mean to him?*

Interviewee: I think it was home. Growing up in a military family, I'm certain he moved around from place to place every few years and I think Emory lent itself to putting down roots and growing old in a familiar place that friendships were forged in. He loved Emory. He lived it and wanted to serve it right up until he passed.

Interviewer: *What kind of effect did he have on you?*

Interviewee: Immeasurable. I'm embarrassed to say that many times I think of bad decisions that I have made or times I have taken the easy route through situations and I wonder how he (and Coach Selfe) would have spoken to me about that course of action. He was proud of us, one of the few men in my life that ever told me so and made me feel like I was a part of something bigger than myself. The day I received my letter jacket is burned into my memory. I am so proud and so honored to have served him in some small way in this life and so honored to have called him my friend.

Interviewer: *What kind of effect did you notice he had on others?*

Interviewee: He had a varying effect on others. As I said before, he could steal the will of folks on both sides of an issue, his negotiation skills weren't the best at times, but his viewpoint was respected by all. I think later in life his sense of urgency became great...and he was incredibly frustrated by the lackadaisical attitudes of those who had plenty of days before them not because he thought less of them as people but because he wanted to get stuff done before he left us and they weren't seeing things his way. In retrospect, almost to a detail, each of those things that he was pushing for has been done in almost exactly the manner that he would have done them. It just took many years to accomplish (as many) what we could have accomplished together as one.

Interviewer: *What do you think he would consider keys to his life and career?*

Interviewee: Determination. Foresight. Integrity.

Interviewer: *What were some important words or lessons you learned from him?*

Interviewee: To be proud of writing my name on the end of a day and to honestly question my role if I ever found myself not giving all at any one time. I've left jobs over that when I find myself not wanting to go the extra mile or give the effort I start to look for another role because I deserve to give my best and the group deserves to have my best.

Interviewer: *What role do you think being a mentor played in his career?*

Interviewee: It was his career. He mentored just about everyone who came into contact with him: old, young, student, player, or friend, he always wanted to give of himself and to leave you with a piece of him.

Interviewer: *Is there anything I should have asked or you would like to add?*

Interviewee: I think you covered it all. Coach J was an amazing man and amazing coach and an amazing friend. Emory isn't the same without him and Coach Selfe booming through the halls of the King Center but we're all better men for having known them and I only hope that my days are filled with as many stories as his.

Interviewer: *Is there anyone that you feel would be important to include in this research?*

Interviewee: I think you had a pretty good list when we talked.

VITA

DANIEL L. CANTONE

Personal Data: Date of Birth: September 6, 1985

Education: East Tennessee State University, Johnson City, TN, Ed.D.,
 Educational Leadership, May 2013.
 East Tennessee State University, Johnson City, TN, M.A.,
 Sports Management, 2009.
 Emory and Henry College, Emory, VA, B.A.,
 Physical Education, 2007.